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JUNIOR COLLEGE JOURNAL

NOVEMBER 1933
Vol. IV No. 2



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PRESS

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THE JUNIOR COLLEGE JOURNAL

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SCHOOL FINANCE

By WILLIAM G. CARR

What proportion of the state and county budgets should go to the schools? Major emphasis is here placed on one of the most crucial issues in the financing of public education—the relationship of the state to the support of the public schools.

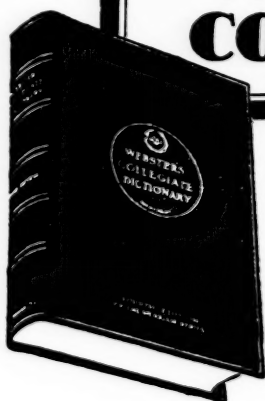
This is the third volume to be published in the *School Economy Series*, edited by Ray Lyman Wilbur. The first two titles, *Economy in Education*, by William John Cooper, and *Teachers' Salaries and the Cost of Living*, by Walter Crosby Eells, are also of first importance to the junior college.

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THE JUNIOR COLLEGE JOURNAL

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Vol. IV

NOVEMBER 1933

No. 2

Can We Do Better Teaching?

(EDITORIAL)

The most important function of the junior college is teaching—not alone good teaching, but better teaching. Unlike the university, it is not a research institution, it is not an institution for training men and women for the professions, nor for developing other types of specialists. Its unique opportunity and obligation is to do a better job of teaching at the college level than is commonly done in institutions where there is a division of interests.

The junior college has a difficult teaching job because it must necessarily deal with a relatively unselected group of students. This is especially true in the public junior college which in most states is open without restriction to all high-school graduates. The democracy and consequent difficulty of the job, however, only make it more important and more challenging to the instructor interested more in teaching than in research.

The junior college instructor ideally should be selected because he is a good teacher. Initial interest in teaching, however, is not sufficient. It must be developed and stimulated constantly. It is possible, too, that there are some members of junior college faculties who lack such initial interest and need to have it aroused in them.

Cannot every junior college faculty then well afford to spend a year or more in an intensive study of some of the outstanding problems connected with the improvement of college teaching? Some faculties are already doing this, with signal success. It is feared, however, that they are the exception rather than the rule. How can it be done? There are various ways. One method, followed in a few institutions, is to devote one or two faculty meetings each month during the college year to a special study of specific problems of college teaching. The faculty can be organized into committees for the investigation of improved methods. Specific experiments may be planned for the institution. Such a program in some cases can best be carried out under the stimulating guidance of a man especially qualified from some near-by college or university; in others it may best be done under the president, dean, or other interested officer of the local institution.

The director, however, whoever he is, should not make the mistake of trying to do most of the work himself, but should aim chiefly to stimulate the different members of the faculty to intensive study and consideration of their own prob-

lems, and should co-ordinate all the different phases of study. He should also see that proposed experimental studies are set up in accordance with approved standards of scientific method in education. Co-operative experiments with adjacent junior colleges might also be arranged. Chief emphasis should not be on administrative aspects, or studies by a few instructors only. The major effort should be to secure the interest and enthusiastic co-operation of all members of the faculty in raising the general level of instruction.

What are some of the topics that might form suitable subjects for consideration at such faculty meetings? The following are suggested as significant. Class size; aims of college teaching; the place of research in the college teacher's work; time-saving methods in college teaching; assignment and evaluation of supplementary reading; the term paper as a teaching device—value, methods, and limitations; use of teacher-rating scales; teaching-load for a college faculty; teaching college students how to study; differences between high-school and college teaching methods; required versus elective courses; overlapping in college courses; causes of failures and remedies for them; diagnostic testing and its results; outlines and syllabi as teaching aids; the use of "readers"; supervision at the college level; final examinations; marking systems; how to teach an introductory course; the lecture method—its use and abuse; the problem method; the committee method; independent study plan; making better use of the library; effect of vocabulary on class success; effect

of visual aids in teaching; and value of outside assignments.

Many more topics have been suggested than can be covered adequately by any faculty in a single year, even with faculty meetings as often as twice a month. A selection of the ones of greatest interest, however, can be made or the suggested study can well continue over several years. Every junior college and every junior college instructor should be constantly on the alert for continued improvement in the most important function, that of teaching young men and young women—of teaching them well, and of teaching them better.

WALTER CROSBY EELLS

KIWANIS SPONSORS COLLEGE

A new junior college opened this fall at Okemah, Oklahoma. Its establishment is slightly different from the plan followed by most of the city colleges. The local Kiwanis club is sponsor of the college, with the indorsement of the Chamber of Commerce. The college is directly under the management of the Board of Education and Superintendent of Schools W. P. Hopper. The business management is in the hands of a board of five trustees, all members of the Kiwanis club, and appointed by the president. The Okemah College has a new plan of financing, in that the year's expenses are assured in advance by subscriptions of about twenty-five citizens, either those who have children attending or those who have not. Tuition of \$80 for the year will be charged, as it is expected to make the college self-supporting.

Status of the Junior College in Washington

FREDERICK E. BOLTON*

The Pacific Northwest states in general have been conservative in establishing junior colleges and junior high schools. Various reasons account for slow development. The first factor is the lack of legal status and provision for financing through public school funds. The second factor is the conservatism of the accrediting agencies. These include the state universities, the state departments of education, and the Northwest Association of Secondary and Higher Schools. Although the regional associations have no legal authority over any institution, they exert a tremendous influence. Schools and colleges are eager to become accredited by them and find it practically impossible to exist if not duly recognized by their state departments of education, their state universities, or some of the regional accrediting associations. Students' credentials must be duly stamped by a standard accrediting agency or they are found worthless. They are like gold unstamped by the United States mint. Everybody is skeptical of its value until duly stamped.

Higher educational institutions, public and private, including colleges and normal schools, are rather numerous in the Northwest so that the majority of communities are fairly accessible to those desiring a higher education. As a consequence, new junior colleges have not been demanded more frequently.

* Professor of Education, University of Washington, Seattle, Washington.

Lastly, until recently the various institutions of higher education have not been overcrowded. The institutions have encouraged students to enroll and have been lenient in scanning entrance credentials. All graduates of accredited high schools have been admitted with little, if any, question. Even graduates from non-accredited high schools or those lacking just a little of graduation have usually found some institution ready to accord them a chance. In recent years, the higher institutions have raised the bars and increased the hurdles. Many institutions will accept only those in the higher brackets. Thus new demands have arisen for institutions that would provide a chance for those not welcomed by the larger institutions.

Because of desire to reduce the cost of higher education by providing local facilities, scores of communities would have established junior colleges either in connection with the public schools or through local organizations like the Y.M.C.A. The accrediting associations have discouraged all such unless properly equipped. Many communities have been advised against establishing junior colleges and some that have been launched have been denied accreditation. As chairman for many years of our University Committee on Relations with Secondary Schools and Colleges and as chairman of the Commission on Accrediting Higher Institutions of the Northwest Association, I have had

occasion to know intimately of these developments.

JUNIOR COLLEGES IN WASHINGTON

Four junior colleges in Washington have been developed in connection with city schools and in reality as a part of the public school system, although now technically called private institutions. These "public" institutions, with date of establishment, are as follows:

Centralia	1925
Mount Vernon	1926
Yakima	1928
Grays Harbor (Aberdeen).....	1930

There are also six private denominational colleges in the state accredited by the University as junior colleges. One of these is also accredited by the Northwest Association. Practically all of them might be similarly accredited by the regional association but the University accreditation serves their purposes, and they save fees. The University makes no charge except for traveling expenses incident to inspection. The Northwest Association requires payment of a small annual membership fee in addition to traveling expenses for inspection. Most of these colleges expect later to apply for accreditation as full-fledged four-year colleges. That they will do as soon as fully accredited by the University.

ADMINISTRATION AND SUPPORT

Because of a ruling of the Attorney-General prohibiting the use of public school funds for junior colleges, in each city a separate board administers the junior college. Generally the two boards have the same personnel. In all cases public school buildings are used for the junior colleges. In Centralia and Mount

Vernon the junior colleges share the high-school building with the local high school. In Yakima and Aberdeen old grade buildings have been taken over for junior college purposes. The superintendent in each city is in control of the junior college just as he is of the high school and the grades. Several of the high-school teaching staff in each city give part time to the junior college. Financially the junior colleges are private institutions. A very nominal charge is made for rent and for various services rendered. Each junior college has its own dean who devotes all or most of his time to the junior college. Two of the deans are men, two are women.

Each college is accredited by the University of Washington so that all credits earned by the students in the junior colleges are accepted at par by the University. Logically all other higher educational institutions in the state accept the credits at full par value. In fact, their credits are accepted without discount by practically any higher educational institution in the country. The University of Washington has a "Committee on Relations with Secondary Schools and Colleges" which deals with the accreditation of colleges, whether junior colleges or four-year institutions. The committee consists of 11 members, including representatives of the various junior college subjects, several members from the department of education, and the registrar. The committee has no jurisdiction in the accrediting of secondary schools since by statute that function is vested in the State Board of Education.

Only institutions that apply for

accreditation are considered by the committee. The initiative must always originate with the institution desiring recognition. On receipt of an application the first step is to assemble documentary information regarding faculty, curriculum, time schedule, library, physical equipment, etc. If the institution seems to merit consideration, a subcommittee is sent to visit the college. The traveling expenses must be borne by the applying institution. If possible without undue expense five members are sent. These include one representing English and foreign languages, one history and social sciences, one mathematics and natural sciences. The registrar examines records and various important matters relating to transfers and the chairman acts as a general co-ordinator. At the close of a day's visiting of classes, inspecting library and physical equipment, talking with dean, superintendent, teachers and students, the committee gathers with the superintendent and the dean to go over the entire problem. Great frankness always characterizes these conferences. Often suggestions are made regarding important changes in curriculum, equipment, and sometimes teachers. On the basis of all the foregoing knowledge the entire committee of 11 members is assembled. A complete report is made and formal recommendations are voted upon and a decision made regarding immediate accreditation, postponement with suggestions for changes, or complete rejection. In several cases institutions have been held off for more than a year until they could meet requirements. It is always felt that it is better to postpone until requirements have

been met than to accredit on promises. This deliberate method of determining accreditation seems to insure careful consideration and defensible judgments. To date there has never been a division in the committee on any question finally brought to vote.

STANDARDS OF ACCREDITATION

The University of Washington adopted the standards of the American Council on Education not only for the affiliated junior colleges but for the four-year colleges and the teachers' colleges accredited by the University. Certain additional regulations have also been adopted, some of them either to emphasize or to clarify the general recommendations of the American Council on Education. Those standards which have been most serviceable in the administration of the affiliated relations are as follows:

1. Only graduates from accredited high schools may be admitted.
2. Junior college students must not be in the same classes with high school students.
3. Students expecting to study Engineering, Forestry, Fine Arts (music, drawing, architecture), Business Administration, Journalism, Pharmacy, should not attend the junior college. Those curricula are so technical that students would have to begin with the freshman year on entering the University. Even if they had gained some credits they would be out of step throughout their entire course.
4. The junior college organization should be entirely separate from the high-school organization.
5. There shall be a separate dean or director who shall be responsible to the city superintendent of schools and not to the high-school principal. This was especially necessary in junior colleges housed in the same building with

the high school. It was found especially undesirable to have the junior college dean and the high-school principal one and the same person. The whole atmosphere and organization were on the high-school level.

6. Students transferring to the University of Washington from accredited junior colleges who have not graduated therefrom shall be required to submit their high-school records in addition to their junior college transcripts and shall only be admitted provided they have met in full the equivalent of the requirements of the University of Washington.

7. Junior college students not meeting University of Washington entrance requirements are required to remain two full years in the junior college before being admitted to the University.

8. Students who complete approved courses in Liberal Arts or Science in an accredited junior college receive full credit in the University of Washington. These include the subjects of English, foreign languages, mathematics, physics, chemistry, botany, zoölogy, history, economics, political science, sociology, psychology, philosophy, physical education. A limited amount of work in music, drawing, public speaking, newswriting, etc., is accepted as elective, but not toward the fulfillment of requirements in technical or professional curricula.

9. Students who have graduated with recommending grades from accredited junior colleges shall be admitted to the University with a maximum of 90 quarter credits and 10 credits in military science or physical education.

10. No courses in Education may be offered in the junior college.

11. Members of the teaching staff must have at least a Master's degree and special training in the particular work in which instruction is given. A minimum standard for such special training is an undergraduate major in the subjects taught. Exceptions granted on the basis of special training in

graduate schools must be approved by the University. In all cases efficiency in teaching as well as the amount of graduate work should be taken into account.

12. The curriculum and the instructional staff must be approved annually in advance by the University committee.

13. Special attention should be given to the records of junior college students. Some definite form approved by the registrar of the University should be provided.

JUNIOR COLLEGE CURRICULA

The University limits the accreditation to liberal arts and science subjects and will not accept credits in engineering, education, fine arts, journalism, and other technical or professional subjects. Some of the junior colleges give a little work in engineering drawing but students are informed that it will not be accepted at the University, although some other institutions do accept those credits. The University urges concentration because of the expense of technical and professional instruction. While the University is deeply interested in the terminal courses, it exercises no direct control over those. Their selection belongs to the community. Accreditation is on the basis of work done in the University in the first two years in general arts and science curricula.

SUCCESS OF THE JUNIOR COLLEGES

In order to evaluate the success of the junior colleges, studies were made (a) of the high-school scholastic records of students who enrolled in the junior colleges, (b) a comparison of those records with students from the same high schools who went to the University, (c) the scholastic records while in

the junior colleges, (d) the scholastic records of junior college students transferring to the University and other higher educational institutions, (e) the holding power and stimulating educational influence as shown by continuing study at higher levels, (f) students' evaluations. Each of those phases will be reviewed briefly.

HIGH-SCHOOL RECORDS

Table I indicates the grade points earned by 283 junior college students while they were attending high school in the respective cities. It also shows the grade points made by 63 other students while they were in the same high schools but who enrolled at the University of Washington instead of in the junior colleges. It further indicates the grade points earned while in high school by 1,717 freshmen enrolled in the University from all the high schools wherever located.

TABLE I
HIGH-SCHOOL RECORDS OF JUNIOR COLLEGE STUDENTS AND OF UNIVERSITY FRESHMEN

	Num- ber	Average Grade Points*
Junior college students		
Total	283	2.45
Centralia	119	2.48
Mount Vernon...	77	2.64
Yakima	87	2.26
University freshmen from junior col- lege cities		
Total	63	2.66
Centralia	21	2.58
Mount Vernon ...	25	2.71
Yakima	17	2.74
University freshmen from all state high schools ..	1,717	2.29

* Evaluated as A = 4 points; B = 3; C = 2; D = 1; E = 0.

It is seen that the high-school grade points earned by students choosing the junior college are a little lower than those earned by students entering the University directly. The average difference is .21 points or about 8 per cent lower for students from the same cities. When compared with all university freshmen the high-school achievement of the junior college students is 2.29. This difference of .16 points in favor of the junior college entrants was not expected inasmuch as all graduates from accredited high schools are admitted to the junior colleges, while the University then excluded all who were not at least one step above the passing grade, in other words excluded all with a high-school average below C. New regulations will admit all graduates from accredited high schools.

RECORDS IN THE UNIVERSITY

Differences seen in the high-school grades of different communities are of little significance. Slight variations in grading systems are to be expected. As all junior colleges are free to admit all graduates from accredited high schools, differences might occur owing to the varying attractiveness of courses offered for local needs. It may be that a junior college which is attracting a lower grade of graduates is serving local community needs through attractive terminal courses better than one which is more selective because of limited offerings. Those phases were not analyzed for this study.

The next comparison was between the grades earned in the University by students transferring from the junior colleges and the

grades earned by the entire University student body. Those comparisons are exhibited in Table II. It is interesting to note that there is not so great a difference between the University grades of the junior college transfers and the all-University group as there was between the high-school grades of the corresponding groups. The difference is only .11 grade points or 4 per cent as compared with 8 per cent. It apparently indicates either that the poorer ones who came to the University by way of the junior colleges have been weeded out or that they have improved their study habits. Probably both factors are operative. Most of the lower-grade group in the junior colleges who seek terminal courses never apply for admission at the University.

TABLE II
GRADES EARNED AT THE UNIVERSITY OF
WASHINGTON

Junior College	Number	Average
Centralia	39	2.52
Mount Vernon	27	2.35
Yakima	17	2.66
Totals	83	2.49
All University	6,973	2.60

INCREASED ENROLLMENT

In spite of inadequate equipment, increasing tuitions, the absence of legal recognition, and the devastating financial depression, every junior college has increased in numbers and in community good will. The increase in attendance is indicated in Table III. The number of students securing a college education has also increased remarkably in each community. In parts of the state remote from a college center about 25 per cent of the high-school graduates go to college. When there

is a local college, more than 50 per cent enroll in some college. In Aberdeen the college attendance from Grays Harbor County doubled the first year the junior college was established.

TABLE III
GROWTH OF PUBLIC JUNIOR COLLEGES
IN WASHINGTON

Year	Freshmen	Sophomores	Total	Graduates
Grays Harbor (Aberdeen)				
1930-31	110	2	112	2
1931-32	93	53	146	43
1932-33	96	60	156	42
Centralia				
1925-26	25	0	25	0
1926-27	50	13	63	6
1927-28	65	19	84	19
1928-29	123	21	144	12
1929-30	114	35	149	20
1930-31	121	34	155	24
1931-32	67	43	110	26
1932-33	70	35	105	33
Mount Vernon				
1926-27	25	0	25	..
1927-28	34	9	43	9
1928-29	50	6	56	6
1929-30	53	12	65	12
1930-31	57	18	75	18
1931-32	59	20	79	20
1932-33	65	17	82	14
Yakima				
1928-29	105	0	105	0
1929-30	72	36	108	21
1930-31	105	28	133	20
1931-32	100	55	155	36
1932-33	92	49	141	34

One criterion of the success of any educational institution is the number who have continued their education at some higher level. Judged by that, the public junior colleges of Washington seem to be successful. Out of the total enrollment up to 1930, 166 had transferred to standard colleges, universities, or normal schools. The distribution among the higher institutions was as follows:

University of Washington....	83
State College of Washington..	22
Ellensburg Normal School....	24
Bellingham Normal School....	22
College of Puget Sound.....	4
Whitman College	3
Oregon State College.....	3
Walla Walla College.....	1
University of Oregon.....	1
University of Idaho.....	1
Mills College	1
University of Southern Cali- fornia	1

Quite naturally the majority of transfers sought institutions in Washington, but a considerable number journeyed to other states. It is worthy of note that only one of the 166 was dropped from the higher institutions attended.

STUDENTS' EVALUATION

In addition to the objective measures of success of the junior colleges as revealed by attendance and grades it was thought desirable to secure the opinions of students themselves who had attended the junior colleges but who were no longer in contact with them. A questionnaire was sent to all former students. It is reproduced in Table IV, with the answers of students summarized. Of the 298 students circularized replies were received from 141.

It will be seen at a glance that the students answering are overwhelmingly favorable to the junior college. Only 3 do not regard it as a desirable institution while 134 regard it as desirable. Of the 129 who responded, 120 regarded their junior college instruction as efficient. Nearly all, 106 out of 111, would advise others to attend a junior college. When the question was stated a little differently 12 said

TABLE IV
STUDENTS' OPINIONS

	Yes	No
Do you regard the junior colleges as desirable educational institutions?	134	3
Was your junior college instruction efficient?	120	9
Have you attended a higher educational institution since attending the junior college?	101	40
If so, was the instruction in the junior college as efficient as in the higher institution?	77	24
If you were to begin again, would you attend a junior college? If so, why?	97	31
Would you advise others to attend a junior college? If so, why?	106	5
a) Because of lower cost?	90	4
b) Because of nearness to home?	91	7
c) Because of individual attention?	102	9
d) Because of greater opportunity for extracurricular activities?	49	22
Would you advise others not to attend a junior college? If so, why?.....	12	62
a) Because of poorer instruction?	9	21
b) Because of lack of fraternities and sororities?	17	17
c) Because of less opportunity for extracurricular activities?	17	17
Indicate in your own words any specially commendable features of the junior college.		
Indicate in your own way any special features that should be remedied.		
they would advise against attending, while 62 said they would not so advise. If they were to start		

again, 97 maintained that they would go to a junior college and 31 said they would not.

The results gained through the questionnaire are not assumed to have full statistical value. In the determination of social organizations, however, it must be admitted that opinion is a great motivating force. Therefore, the type of future development of the junior colleges, even their ultimate survival or extinction, will be largely determined by the aggregate opinions of those who have been their students.

The spontaneous expressions, individually worded, were as follows:

ESPECIALLY COMMENDABLE FEATURES

	Frequency
Individual help from instructors	42
Less expensive to attend at home	33
Makes transition easier.....	29
Smaller classes	18
Possible to live at home or near home	18
Closer contact with instructors..	17
Greater opportunity for extracurricular activities	14
Better opportunity to know fellow students	13
More students enabled to go to college	10
Greater co-operation among students	7
Individual talents developed....	5
Instructors show personal interest in students.....	5
Fewer distractions	5
Friendlier feeling	4
More actual studying in junior colleges	4
Better instruction in junior colleges	3
Care for students too youthful to leave home	3
Better opportunity for making friendships	3
Influence of home continued....	3

FEATURES THAT SHOULD BE REMEDIED

	Frequency
College should have a separate building	28
Too little variety in courses offered	15
Need of state support.....	13
Need of financial backing.....	11
Better equipment	11
Too similar to high-school methods	11
Better teachers needed.....	9
Tuition charges too high.....	7
Better libraries needed.....	6
Credits should be transferable...	5
High-school teachers should not teach in junior college.....	4
More extracurricular activities should be provided.....	4
Too much similarity to high school in physical and spiritual environment	3
Should "flunk those who ought to be flunked"	3

There were far more commendatory statements than there were in opposition. In fact, with only a few exceptions there were none who advocated elimination of the junior college. A good many honestly suggested features needing to be remedied. In almost every case our inspectors would no doubt make the same criticisms. The purpose of the criticisms has been to secure improvement, not elimination. There were 277 commendatory statements as contrasted with 174 expressions of criticism suggesting needed remedies.

Judged by the foregoing answers the majority are unequivocally in favor of the junior college. The continued local growth of the colleges indicates that a favorable attitude is growing in the communities. The deans and superintendents report that students in the

communities speak much more enthusiastically about them than when first launched. They say that formerly the better high-school students would not enter the junior college. Now the valedictorians and salutatorians frequently enroll. At first it was assumed that attendance at a junior college would eliminate all chance of fraternity and sorority membership when later entering a university. It was also believed that all chances for later athletic recognition would be sacrificed. Neither has proven true. Frequently students have been taken into the fraternities and sororities after a year or two in the junior college. Athletic opportunities have not been wanting in the junior colleges. Frequently men have been given individual opportunities for participation that might have been impossible in a larger institution.

When the junior colleges were first established in Washington the faculty of the University were frankly and honestly skeptical concerning the possibility of doing satisfactory college work in them. At the present time the faculty members generally are convinced that lower division work can be done there successfully. Desirability of much improvement in housing, apparatus, library equipment, and teachers' salaries is recognized. But the earlier hostility has disappeared and in its place a sympathetic attitude has developed.

Communities maintaining junior colleges consider them distinctly worth while. They have afforded an opportunity to begin a college education to many who would never have made the start. A goodly number have continued their study in higher institutions. The reflex ef-

fect upon the communities has been stimulating and beneficial, not only in the immediate city but upon the entire county. The effect upon the small high schools near by has been especially marked.

Undoubtedly with the return of normal times legislation will be secured giving them a better status. Then a dozen or more communities will establish junior colleges. This will make it possible for practically every high-school graduate in Washington, aided by school bus transportation and their "flivvers," to live at home and secure at least two years of college education.

NO DEFICIT AT ANDERSON

The Board of Trustees of Anderson College, South Carolina, were gratified to learn at their annual meeting in June that the college met all its operating expenses during the 1932-1933 session and finished the year without a deficit. The encouraging news was also received that the Hibernia Bank and Trust Company, of New Orleans, had agreed to a new schedule of maturities on the college bonds, no further payments on principal falling due until 1935, at which time a smaller scale of payments than had previously been set up would be in order.

GALLOWAY COLLEGE CLOSED

Galloway Woman's College, at Searcy, Arkansas, closed in June. This institution had operated for forty years as a four-year college for women. Two years ago it became a junior college as a part of the Trinity System. An effort is being made to carry on junior college work under private auspices.

The Chicago Central YMCA College

H. F. HANCOX*

In the heart of La Salle Street's financial district in the Chicago Loop there stands a college which may seem out of place in the marts of trade, but which on closer inspection shows itself to be an important educational center, annually affecting several thousand of the future business and professional leaders of the city.

Any evening at about 5:30 P.M. during the last fifteen years one might have witnessed an impressive sight, as a large group of young men left their places of employment to attend evening classes in this college. They came from all sections of the metropolis and even from far beyond the city limits. They represented all types of business and endeavor and all races, religions, and creeds. They were extremely cosmopolitan in their ideas, as well as in their social status. Included among them was the mature executive who sat in the class alongside of the young clerk. Although the range in age was very great the median age was in the early twenties. Practically all of them were employed formerly, but of late years economic conditions have made it impossible for a quarter of them to find the employment which they normally had.

As is customary in the normal junior college, they have represented various forms of motivation. A large portion have been pre-pro-

fessional in their interests, looking forward to law, medicine, dentistry, or engineering as their life employment. Many others have intended to continue in business and look upon this, therefore, as terminal education. A considerable number have come here without their minds made up and look to the College merely as a means of self-improvement culturally.

DEVELOPMENT OF THE COLLEGE

For the past fifty years evening high-school work has been conducted at this institution, serving practically the same kinds of students as are now served also in the junior college. During most of this time college courses were not requisite to as many occupations, but since the War the impetus toward college training has been decidedly greater. Accordingly, in 1918 there were organized certain courses meeting the demands of the students wishing postgraduate evening studies. For the first five years the idea matured slowly, with but a gradual increase in enrollment. Then the Illinois Supreme Court ruled that two years of college work were required for entrance into the profession of law, so that this resulted in a considerable number of men entering the pre-legal program of the evening junior college.

This feature indicated the need for recognition by accrediting bodies. Accordingly, after careful inspection in 1923, the neighboring universities of Chicago, Illinois, and

* Director, Central YMCA College, Chicago, Illinois.

Northwestern gave recognition to the evening classes offered, accepting the graduates into their senior college program. In 1924 the College was admitted as a junior college member of the North Central Association of Colleges and Secondary Schools, and from then on the growth has been rapid, increasing nearly one hundred students a year, until the enrollment reached over seven hundred in the fall of 1930.

In the spring of 1931 a survey of the College was conducted to determine how far it should advance its curriculum and extend its offerings. Dr. Floyd Reeves, Director of the Survey, and Dean A. J. Brumbaugh, both of the University of Chicago, made a careful study of the college program, pointing out its weaknesses and its strong points. Because of the very capable faculty which the College had been able to attract, they advised emphatically the extension of the curriculum into a full four-year degree-granting program.¹

As a result of this study and in order to test out the demand that might be made for an increased offering, college day classes were scheduled for the first time in the fall of 1931. A gratifying enrollment of 250 freshmen at that time proved the need for such Loop classes for young men who were unable to attend other colleges because of economic conditions. This number increased 50 per cent in the spring of 1932 and nearly doubled the following fall. In the spring of 1933 there were nearly seven hun-

dred students enrolled in the day college alone.

At the same time a senior college program was gradually added, and third-year courses were introduced. This year a complete four-year program is scheduled, leading to the Baccalaureate degree in 1934. At the same time evening classes conducted in Commerce and Business Administration are being merged with the same program. In the fall of 1933, as a consequence, there are being offered over 200 classes in the day and evening, taught by some eighty instructors and enrolling over 1,500 students. This is in addition to the preparatory high-school program in which are enrolled 500 other students.

UNIQUE FEATURES

The student body of the College is different in many ways from that of the usual junior college. In the first place, the evening group is considerably older, for the reason that they have had several years of business experience between the end of their high school and the beginning of their college work. This fact also makes for their seriousness and the desire for the best results from their efforts. With the offering of day college classes, a more normal age grouping has resulted, which at present is several years under that of the evening school. Inasmuch as the College is democratic in its purpose and has not decided upon highly selective entrance devices, its student body averages about the medium of colleges in general in their intelligence ratings.

The faculty at first was selected from neighboring colleges and uni-

¹F. W. Reeves and A. J. Brumbaugh, "Report of Advisory Committee of Central YMCA College of Arts and Sciences," (unpublished report, May 1931).

versities entirely on a part-time basis. During the first ten years its number did not exceed thirty, of whom only a half dozen gave their entire time to teaching in this institution, while the rest taught only a few classes in the evening. During the present semester, however, approximately half of the instructors are giving full-time service.

The utilization of rooms and equipment is quite unusual when compared with the average college where classrooms are assigned rather definitely to individual instructors and are utilized only a few hours each day. In the Central YMCA College the rooms are used now from eight in the morning until ten at night, with very few breaks in the program, for practically six days a week. Inasmuch as a large number of classes are also run during the summer term, this condition continues almost throughout the year. This has a very important bearing upon the annual expenses of the College, keeping its operation and maintenance charges considerably under those of most institutions of similar size. The fact that the faculty was mostly part-time for many years also had a decided effect upon the instructional costs, although the addition of so many full-time instructors during the last few years is making these costs more nearly normal. Careful unit-cost studies have been kept during the past ten years, showing the variations in income and expenses. Inasmuch as the College has only a small endowment income, which is in the form of allocation of space granted it by the Chicago Y.M.C.A., the expenses are for the most part met by student tuition. A 15 per cent subsidy at

present suffices to meet the difference between the total operating expense and income.

PHILOSOPHY OF THE COLLEGE

In this college an effort has been made to stress the importance to students of a three-fold purpose: to accustom them to think intelligently and critically through the problems which they encounter; to be open-minded in their approach to all moot questions without taint of those predispositions which close the door to the truth; and, finally, to develop social rather than anti-social attitudes looking toward improvement in our social institutions rather than a defense of things necessarily as they are. The liberality of the underlying purpose of the College is shown also throughout its democratic form of organization. Although controlled by a Board of Directors and a Board of Managers, as a part of the general supervision of the Chicago Y.M.C.A., a great deal of autonomy is left to the faculty and administration of the College. The faculty itself is well organized into committees and groups which render a great deal of help to the administrative officers, not only because of their personal interest in the College, but also because of their different points of view from those that would ordinarily obtain.

STUDENT ACTIVITIES

From the very outset effort has been made to regulate student activities in such a way that they would have a useful purpose in the college life. The faculty committee on student relations has issued general regulations about social func-

tions and social groups and has given careful consideration to the financial operation of these groups. When the College was wholly an evening institution, it was recognized that activities must be confined to those which would support the regular class work and not interfere with the home study of the students. Student government is maintained by student councils, which are guided in their deliberations and actions by a formal constitution. Student organizations are required to secure the approval of these student councils for all social affairs affecting the student body in general.

In addition to the more normal activities along the class group interests, social interests, athletic interests and pre-professional interests, the College has long supported a student publication, which is in a real sense the mouthpiece of the student body and its organizations. For six years there has been a very active Little Theatre Association, which develops a high degree of excellence in amateur performance, both in acting and in craftsmanship, through the production of a half - dozen public performances each year. During recent years the following representative modern dramas have been given: *The Valiant*, *Ghosts*, *The Servant in the House*, *The Truth about Blayds*, *Sun-Up*, *Beauty and the Jacobin*, *Justice*, *Holiday*, *Outward Bound*, *A Hundred Years Old*, and *Alison's House*. Of late there has grown up a Student Symphony Orchestra Association, which presents bi-weekly musicals and has sponsored the student symphony orchestra, the college glee club, and A Cappella choir.

PERSONNEL SERVICE

All students on entering the College are required to take the American Council on Education Psychological Examination, administered by the Student Personnel Officer. Reeves and Brumbaugh say in their survey: "The Central YMCA College surpasses most junior colleges and four-year institutions in the completeness of its student personnel service. This is particularly true from the standpoint of attention given to vocational counseling, personality adjustment, and scholastic adjustment of college students."

Entering students are also given the Strong Vocational Interest Blank, the Whipple Reading Ability Test, the Pressey X-O Tests, and a Personnel Record Blank. After these tests are scored, the student is invited to make an appointment with the Personnel Officer, at which time he is given a graphic report of the Psychological Examination, of the Strong Interest Blank, and of the Pressey Test. Suggestions are made on the basis of the facts obtained and applied to the student's attitudes and work habits. In each case the student is encouraged to challenge the test results by his own thinking and past experiences. *How to Study*, by Dr. A. W. Kornhauser, and *Silent Reading Practice*, by Edwin D. Wright, are recommended to students requiring help in improving these habits, and the booklet, *The Student Personnel Service*, explaining the purpose and function of the entire testing and counseling program, is given to each student.

During the past school year the following summary has been made of this service:

Different students interviewed by Personnel Officer	1334
Total number of different in- terviews	2575
Test score interviews.....	79%
Minor case studies.....	14%
Major case studies	7%

CURRICULA

In planning the curricula of the College, underlying principles were laid down, requiring general orientation of students in the fields of the social and natural sciences, a proper degree of concentration in at least one subject, and a proper degree of distribution in both high school and junior college through the major fields of learning. In addition to this, specialized pre-professional curricula were organized, which have met the professional standards of the various associations in accordance with the best judgment of local educators.

ORIENTATION COURSES

Five general orientation courses have also been introduced, which are required of all freshmen and sophomore students. The first is an Introduction to the Social Studies, which surveys the development of the social and intellectual attitudes that have aided or hindered man in the creation of an ideal society. The second is the History of Civilization, dealing with the major contributions of the ancient world down through the social, economic, religious, and political forces affecting our present culture. The third is the Survey of the Physical Sciences, dealing with the fundamental experiments and theories of astronomy, physics, chemistry, and geology, followed by the Survey of the Biological Sciences, covering the nature and origin of life, the evolu-

tion of the plant and animal kingdom, genetics, and eugenics. The last course is an Introduction to Art and Music, in which the student is acquainted with the periods of art history and the terminology of art study and also with the history and development of music and an analysis of the principal musical forms; the effort here is to give the student points of view and to help him to appreciate art and music more intelligently. By means of these orientation classes all students, whether professional or not, are given an opportunity to acquaint themselves with the best that education has to offer them as a preliminary either to professional or business work.

RECENT POLICY CHANGES

The growth of the College and the development of its curricula in the day and evening classes have prompted its controlling board to make a radical change in the policy of enrolling only young men in its classes and to open the doors likewise to young women who require educational opportunities near at hand and convenient for them. It is the hope of the administrative officers and the faculty, however, that this will not impose any change in the fundamental plans of the College, but that it will continue to be a college which in spirit and in fact lives up to its original conception as truly a liberal arts college.

The unwise enthusiasm of local junior college promoters has done much to call the whole movement into question among traditional college administrators.—GEORGE F. ZOOK.

The Junior College at Goshen, Indiana

WALDO L. ADAMS*

The development of the junior college has become one of the significant movements in American education. Its early history is not easy to trace. The junior college at Goshen, Indiana, is generally regarded as being one of the first public junior colleges. Only a single description, however, of this early school is available and it is far from complete.¹ The present article is the result of efforts to find additional information regarding the origin and development of the Goshen Junior College. This task was especially difficult because of the fact

that the junior college department had passed out of existence nearly twenty-two years ago and local school records are not now available.²

Articles in the Goshen newspaper at the time of the formation of the Junior College confirm Superintendent Hedgepeth's statement in the *School Review* that the new building had just been erected and equipped. The Superintendent and the Board of Education were progressively minded about education. Superintendent Hedgepeth's personality was of the type that, once convinced of the wisdom of a given course, left no stone unturned to assure its success. There is little doubt that he had come under the spell of President Harper's conviction favoring the junior college idea. All in all, it was a favorable time for organization of a junior college in Goshen.

Early in the summer of 1904 Superintendent Hedgepeth wrote a letter to President Harper, a copy of which together with five others relating to the Goshen school were found in the old correspondence files in the office of the President of the University of Chicago. Superintendent Hedgepeth's letter was dated June 14, 1904, and stated that the Goshen school authorities were desirous of "establishing a post graduate year that will be accepted by the colleges as equivalent to freshman work." He desired to secure a strong faculty which, with the new school building, would in-

* County Superintendent, Elkhart County Schools, Goshen, Indiana.

¹ V. W. Hedgepeth, "The Six-Year High School Plan at Goshen Indiana," *School Review* (January 1905), XIII, 19.

² The search for additional information was conducted in three directions. Since President Harper, of the University of Chicago, was an enthusiastic believer in the junior college idea it was believed that his official reports might mention the Goshen Junior College which was affiliated with the University. The single article on the Goshen school intimated that the local superintendent had attended the conferences called by President Harper. A second direction of search lay in the hope that some of the original correspondence between the Goshen school and the University of Chicago might still be in existence. Third, a search was made in the columns of the Goshen newspaper which was printed during the time that the Junior College was being formed and operated. A considerable number of news articles as well as occasional official notices were found. These articles reveal the information that the local community had concerning the new department.

crease the value of the extra year's work.

President Harper did not answer this letter until June 25, 1905, eleven days later. During this fortnight he talked the matter over "with some of our gentlemen." The matter under consideration was that of selecting certain teachers needed by the Goshen schools. Professor H. E. Slaught, who was in charge of the recommendation of teachers, wrote a letter to Superintendent Hedgepeth regarding the appointment of one teacher. This letter could not be found but its general contents were indicated in a letter written on the official stationery of Goshen city schools in answer to it by Superintendent Hedgepeth. After some remarks regarding the problem of securing a teacher he stated:

If this department is successful, though, it will produce quite a revenue which, of course, will be applied to the salary fund. You state that President Harper will write me shortly, with reference to our request. We sincerely hope that such arrangements can be made as will induce a number of young people to attempt the attainment of a college course. If they can do one year's work here and then go to Chicago and finish in three years, we could send you quite a number of students. We have the building, the equipment, the field. We are trying to collect a strong faculty and we sincerely hope that arrangements may be made along the lines suggested. If you have any suggestions along the line, we will consider it a favor, should you write concerning them. If this plan is inaugurated it will necessitate an early announcement.

This letter of Superintendent Hedgepeth was sent by Professor Slaught to Dean Frank J. Miller, one of the Examiners for the Board

of Affiliations and Relations of the University, asking for his opinion of the proposal. Professor Slaught indicated his own reaction to it in a letter which was found. He felt that an early approval of Superintendent Hedgepeth's plan was impossible because the University people would want to see the Goshen schools in session.

The correspondence between Professor Slaught and Superintendent Hedgepeth and between Professor Slaught and Dean Miller occurred before President Harper answered Superintendent Hedgepeth's letter of June 14, 1904, in which he asked for recognition of the first year of college work and for the recommendation of a teacher of mathematics. President Harper's answer follows:

June 25, 1904

Your letter of June 14 was duly received. I have talked the matter over with some of our gentlemen. We shall be glad to do all we can to help you in the matter of appointment. I am raising the question in my mind whether you would not do better at first to strengthen your regular work before undertaking the post-graduate work too fully. The students who have come from Goshen, have, as I understand it, been somewhat heavily conditioned. Have you considered this matter?

It is evident from these letters that, while the University was sympathetic to the idea of the upward extension of the high school, it did not intend to approve a school until it was in operation upon a sound basis throughout.

A few days later, after President Harper had sent his answer to Superintendent Hedgepeth, he received a letter from Dean Miller, the Examiner, expressing his opinion of

Superintendent Hedgepeth's proposal. Dean Miller felt that the school at Goshen should be in operation before the University should give its approval to the work. The letter indicates that Professor Slaughter was successful in convincing Dean Miller that nothing should be done toward approving the work in Goshen High School until they had seen it. Two weeks after receiving the letter from Dean Miller, President Harper wrote Superintendent Hedgepeth again:

July 15, 1904

Your letter of June 23rd [evidently the letter addressed to Mr. Slaughter] crossed my letter of June 25th. We are anxious to assist you in every possible way and I think we shall be able to render some efficient help. At the same time I should like very much to have you consider the questions suggested in my recent letter.

The official confirmation of the agreement between the Goshen schools and the University of Chicago can be traced through the minutes of the various boards in the University before which such agreements had to pass. Lack of space prevents the inclusion of these records. However, in reading these records, part of which are published and part of which are unpublished, several clear impressions are gained. It is evident that the agreement reported in Superintendent Hedgepeth's article is identical with that shown in the official minutes. Further, it is evident that President Harper frequently appeared before the various Boards of the University, in person, to urge that the agreement be ratified. His active interest in the junior college idea is manifest at all points. It is significant that the ratification was

not officially completed until March 22, 1905, more than six months after the school at Goshen was opened. During this time the various details of the school's organization were completed, so that the University of Chicago knew clearly what it was endorsing. This fact makes it clear that President Harper did not contemplate, in his conception of the junior college, anything less than instruction of true college grade.

During the time the official confirmation of the Goshen school was pending, the autumn conference for 1904 of the schools affiliated with the University of Chicago was held on the campus. At this meeting Superintendent Hedgepeth, of Goshen, reported on the Goshen plan, and reported that all of its courses had been accepted by the University of Chicago. At this same meeting Superintendent J. Stanley Brown, of Joliet, spoke on the Joliet Junior College. He said that Joliet Junior College did not have all of its courses accredited at an institution of higher order.³ Thus it becomes clear that Goshen Junior College was the first in the United States to have all of its courses accepted at an institution of higher learning.⁴ It evidently had made the greatest progress of any public junior college up to the time of the 1904 conference.

In August 1904 the following notice⁵ appeared in the local paper:

³ J. Stanley Brown, "Present Development of Secondary Schools According to the Proposed Plan," *School Review* (January 1905), XIII, 15-18.

⁴ See editorial note at end of Mr. Adams' paper.

⁵ "Notice to Patrons," *Goshen Daily News-Times* (August 10, 1904), p. 8.

The Board of Education wishes to announce that beginning with the present school year, the Goshen High School will offer a post-graduate course that shall be equivalent to and accredited as one year's work in the best colleges and universities.

The work is done under the direct authority and supervision of the University of Chicago, which insures the character and standard of the work to be maintained.

The course will be open to all graduates of Goshen High School or of other schools of equal standing, provided the candidates have done the work required for college entrance.

If sufficient numbers shall enroll for the first year's work the course will be extended to cover two years.

This is the most radical departure from old lines that has been undertaken by high schools and the selection of Goshen High School by the University is a signal honor.

A tuition fee of \$30 for the nine months will be charged. This will enable the department to be conducted without extra expense. The opportunities offered by the extension are many. Parents will be enabled to keep their children at home one or two years without loss of time and all children in Goshen may now have at least two years' college training.

Patrons and pupils who are interested are requested to confer with the Superintendent or Principal of the High School between the 15th of August and the 1st of September.

Further announcements concerning the courses, the personnel of the faculty, the institution of the departments of Domestic Science and Manual Training, and the Grade Courses and plans will be made later.

Early applicants for admission to the post-graduate courses will greatly facilitate matters.

By order of the Board,
VICTOR HEDGEPEETH, Supt.

It is doubtful whether Superintendent Hedgepeth had even informal confirmation of his plans by the University when his plans were published in the local paper. A careful check of the succeeding issues of the local paper indicates that the foregoing notice appeared fourteen times.

True to his promise, the Superintendent announced the faculty of the Six-Year High School in a later issue of the same paper.⁶ Some pertinent facts regarding the faculty are shown in Table I. The faculty was well trained and represented a variety of colleges of good standing. It is probable that each teacher taught both high-school work and junior college work, but no direct evidence is available on this point.

The enrollment for the first year in the junior college department was only eleven pupils. Superintendent Hedgepeth laid this small enrollment to the fact that the first announcement had been made so shortly before school began. The enrollment at the beginning of the second year was ten.⁷ President Harper reported in 1906 that quite a large number had attended the institution. His statement follows:

Already 28 graduates of the Goshen High School have gained college credit in their post-graduate course varying in amount from one to thirteen majors, which would be transferred to our Recorder's books upon their matriculation here.⁸

No record of the inspection of the junior college department of the

⁶ "Teachers Assigned," *Goshen Daily News-Times* (August 31, 1904), p. 4.

⁷ "Opening of City Schools," *Goshen Daily News-Times* (September 4, 1905), p. 1.

⁸ *President's Reports, 1906-1907*, p. 96.

Goshen High School could be found among the documents of the University. Two newspaper articles provide the only information available. The first, which is a preliminary notice, follows:

Frank J. Miller, Dean of Affiliations of Chicago University, will lecture to the citizens of Goshen at the High School Assembly Room, Thursday eve-

Two days later an article in the same paper gives what Dean Miller was reported to have said:

Dr. Frank J. Miller, Dean of Affiliations of Chicago University, lectured at the High School Assembly Room on the Relation of the School and the Home. There was a fair sized audience, but it is to be regretted that all of the parents of our school system

TABLE I

FACULTY OF THE GOSHEN SIX-YEAR HIGH SCHOOL, 1904-1905

Name of Teacher	Subject	Degree	Institution
Miss Lilian Michael.....	Principal and Latin	M.A.	Ohio State University
Miss Elizabeth Dugdale....	History	Michigan and Indiana Normal
Miss Erma L. Butler.....	English	A.B.	University of Chicago
Mr. J. W. Brenner.....	German	Royal Seminary, Cologne, Germany
Miss Frances Gould.....	English	M.A.	University of Michigan
Mr. A. R. VanNuys.....	Science	A.B.	Wabash College
Mr. A. M. Highley.....	Mathematics	A.B.	Indiana University
Mr. F. B. Jenks.....	Biology	B.S.	Purdue University
Miss Mary Biggs.....	Commercial	Elmira
Miss Effie Hessin.....	Music
Mr. V. W. P. Hedgepeth...	Civics	M.A.	Bethany College and Wabash College

ning, on some of the problems of modern education. Since Goshen High School is the first one in America to receive the high recognition accorded by the great university, it will be a matter of deep interest to the citizens of the city and the patrons of the school to hear his message. President Harper has said that he considers Goshen the ideal place for making the experiment of more immediate co-operation of schools and colleges and has stated that no other school in the nation need apply because the best fitted and best supported high school in the country has been selected and the verdict is to be obtained from Goshen alone.⁹

⁹ *Goshen Daily News-Times* (May 17, 1905), p. 1.

were not present to hear the excellent advice of one of the greatest educational factors in the American system.

Dr. Miller in a few preliminary remarks paid a high tribute to the Goshen schools. His visit was devoted mainly to a careful inspection of the class work and a résumé of the collegiate course, recently adopted.

The plan of adding the post-graduate course to the Goshen High School that includes the regular curriculum of studies given in the first and second years' college course originated with Mr. Hedgepeth and when the scheme was proposed to the Chicago University it met with instant approval and flattering encouragement. The idea is to substitute a two-year post-graduate high school course for the first two years of a college course,

thus giving high school pupils an opportunity to do college work at home and enabling them to enter the University credited with the work accomplished. The same studies are pursued and the same examinations passed as those at the Chicago University.

The Goshen Schools are so in advance of most public schools that the University considers Goshen an experiment station. With its enrollment, fine buildings, so completely equipped, and its progressive school board and corps of efficient teachers, the conditions were ideal and the first year's successful work has proven the feasibility of the plan. Dr. Miller could not speak in higher praises of the success of the work than he did. It is indeed a rare compliment to the Goshen School System and the intelligent citizen body, that Goshen is the first and only High School given the opportunity by any college or university in the United States. Dr. Miller was anxious to impress the importance of the new course upon the audience and devoted considerable time to a discussion of the question which he denominated the greatest educational experiment now in American Schools.¹⁰

In spite of the evident propaganda and flattery used to create a favorable impression locally, several factors were operating to retard the success of the new courses in the high school. During the summer of 1905 a small Mennonite college was located in Goshen. At once the junior college department of the Six-Year High School was forced to share the probable student body at Goshen. Further, the community undoubtedly became divided over higher education because the large Mennonite congregations

in the city would tend to support their own college.

A second factor which sooner or later would have tended to make the agreement inoperative was the small high-school student body. Judged by present-day standards the high-school student body was too small to justify or to maintain junior college courses.

The writer interviewed Mr. Walter Payne who, until recently, served as Examiner for the University of Chicago, regarding the termination of the agreement between the Goshen schools and the University. He said that according to his recollections the co-operative agreement had never been officially terminated by either of the parties concerned; but that it had simply grown into disuse. He understood that the establishment of Goshen College by the Mennonite Church was the immediate cause of the abandonment of the Six-Year High School.

[EDITORIAL NOTE.—In correspondence with the author concerning certain claims in his statement, the Editor wrote as follows:

I would raise the question whether your claim is justified that Goshen has the honor of being the first public junior college to have all of its work recognized by higher institutions. The only basis for this claim that I can find in your article is possible priority to Joliet. As indicated in my book, however (EELLS, *The Junior College*, p. 53), you will note that junior college work was done at East Saginaw, Michigan, eight or ten years earlier than that at Goshen and apparently was fully recognized by the University of Michigan. Should not this statement be modified somewhat in your paper?

¹⁰ "Dr. Miller Talks on School System," *Goshen Daily News-Times* (May 19, 1905), p. 1.

In reply, Mr. Adams wrote:

The local newspapers credited the idea to Superintendent Hedgepeth. Personally I could not accept this statement and knowing of his relation to the University of Chicago, I sought there for the source of the idea which Superintendent Hedgepeth later seemed to claim for his own. I read President Harper's reports, the original records of the Board of University Relations, and those of the Board of University Affiliations. The volumes I used were those kept in the Registrar's vaults in the University of Chicago. It was through the kindness of the Registrar that I had access to those records. I was given to understand that they were very rare and precious documents.

I found that Professor W. H. Payne, of the University of Michigan, was present at the Autumnal Conference of 1903. He was a member of a committee which reported on the reorganization proposed by President Harper from the standpoint of the colleges. Superintendent J. Stanley Brown, of Joliet, was the chairman of a committee which reported on President Harper's proposed reorganization from the standpoint of the secondary schools. I infer from these facts that Superintendent Brown and Professor Payne must have met and discussed the situation you mention as existing between Saginaw and the University of Michigan.

One year later, at the Autumnal Conference of 1904, Superintendent Brown read a paper on "Present Development of Secondary Schools According to the Proposed Plan." This paper was published in the *School Review* (January 1905), XIII, 16-17. He mentioned efforts made at Saginaw to extend the courses in the high school. From this fact one would gather that he was familiar with the development there.

Immediately following Superintendent Brown on the Program for the Conference of 1904, Superintendent

Hedgepeth, of Goshen, read the paper which is also reported in the *School Review*. In this paper Superintendent Hedgepeth asserted that all of their courses were accredited by the University of Chicago. I found in the reports a copy of the program for this meeting as well as a typewritten record of what transpired. I found nothing in these notes that indicated that anyone could claim more accreditation than that claimed by Superintendent Hedgepeth. One feels that Superintendent Hedgepeth was reporting on the most modern development of the junior college at that time. It seems to me that the Conference of 1904 settled the priority claim that Goshen had gone furthest in the matter of accreditation at that time. Inasmuch as Saginaw was mentioned at the session where Goshen was mentioned, I felt that Goshen's claim was the greater. I cannot prove that Professor Payne reported to Superintendent Brown on the Saginaw situation, but one is sure that Brown knew of it and that Brown knew Payne.]

CALIFORNIA EQUALIZATION

A bill passed by the last legislature in California provides for the same nonresident tuition charge for junior colleges in high-school districts as for district junior colleges. The nonresident tuition charge, required to be paid by the county of residence for junior college students not residing in a district maintaining a junior college, covers the full cost of the junior college education, and no charge is to be made for such students to the high-school district of residence. The levy of the county junior college tuition tax on account of nonresident students in junior colleges in high-school districts will not be effective until the school year 1934-35.

Aims of Junior College Speech Training

IRENE CHILDREY HOCH*

The aims in speech training in junior colleges should have their roots in the needs of the students desiring that training. Since there are three groups of students in junior colleges, first, those preparing for the university; second, those whose college attendance will terminate with graduation from the junior college; and third, those who will continue their education at some professional school, there should be different objectives for the various courses needed by each group.

THE PREPARATORY GROUP

For the first group there should be fundamental speech courses of such a uniform high standard that transfer values will be unquestioned by the higher institutions. This preparatory group needs public speaking, oral interpretation, and, if the school can afford it and if there are trained teachers available, courses in dramatics and playwriting. The public-speaking course should train the student how to think, to have something worth while to say, and to develop his speech mechanism so that he may say that something effectively. The course in oral interpretation should give the student the ability to think, to concentrate, to understand what he reads from the printed page, to

stimulate his imagination, to awaken his emotional energies, and to develop his voice so that it becomes a flexible instrument. The goals of the dramatics and playwriting courses should be the awakening of an appreciation of beauty in art and in nature, the kindling of an enjoyment of the art side of the theater, the establishing of an understanding of life situations by having the student live them vicariously, the exposing of him through the play activities to such life problems as will make him a social individual with a sense of his civic responsibilities in a free government, the sharpening of his wits in meeting new life situations, the preparing him for a wise use of leisure time, and the developing in him of a creative urge to balance the possessive impulse of modern life.

THE TERMINAL GROUP

Terminal courses with a more popular miscellaneous and necessarily superficial content and method should be offered to the second group. The needs of this group have been the most difficult to meet, and have given rise to the greatest mistake in experimenting in speech in the junior college; i.e., to try to meet the demands of students and over-zealous business organizations for a course that will lead to stunts, or to prize-winning contests, or a course that is all-inclusive on a par with the correspondence courses that promise to make public speakers, movie or dramatic stars in six

* Instructor, Modesto Junior College, Modesto, California. This paper was read at the junior college section of the National Association of Teachers of Speech, Los Angeles, California, December 27-29, 1932.

months, or a course that develops the talent for an entertainment bureau feeding unthinking pastime to all the various organizations which have the money control of the junior college within the voting district, or a dramatic course for the purpose of putting on spectacular shows not only for assemblies, rallies, athletic events, but also to raise money for every end except drama.

This mistake in terminal speech courses has arisen from the fact that the junior college is a home product built on a home plant with the voters on the spot watching the development and dictating the policy. The university escapes this tutelage by being removed from the people who pay or think they pay its expenses. The home folks are not all to blame; some reproach should fall upon the instructor whose training has been inadequate or whose personal ambition for cheap publicity and popularity lowers his ideal for his goal in his speech courses.

There is still another factor which lifts opprobrium not only from the voters but also from the instructor; i.e., conditions in a small junior college which make it necessary for the instructor to be the dramatic and the debate coach, overseer of the school paper and the annual, adviser to the extra-curricular activities whose roots branch out from the local chapter to state and national organizations, besides teaching a full English and speech program not only in the junior college but also additional classes in the high school, and also being an entertainer for the local clubs that make demands upon the junior college to fill out their last-minute programs.

The taxpayers want the junior college to make the student a better citizen. Can it make the student a better citizen by allowing him to think about the problems that the community is thinking about, or by exposing him to something higher to raise the culture of the community by getting him to think about higher things? Are we going to make concessions to a community that is not academically minded and that has not had university advantages?

In meeting the needs of these vocationally minded students and the public in these terminal courses, is the junior college to give the students and the public what they think they want? Does the physician allow the patient to say what his method of treatment shall be or what medicine he is to take? If the patient knew how to prescribe for himself why would it be necessary for him to spend his time and money going to a physician who is a specialist in that field?

We should help this student to acquire the ability to express himself, teach him how to think, but also give him something worth while to think about and a horizon beyond his vocational habitat. The content value of these terminal speech courses should be on a par with the content value of other courses in the English Department. The Bible says, "feed my lambs," not my baboons. Hence, it is better to prepare the proper kind of food for the definite kind of animal who is to consume the food.

The junior college with its small classes can meet the needs of this second group of students; whereas the university with its much larger numbers usually necessitating im-

personal machine-like instruction cannot, nor would it if it could, for I have heard university instructors assert that the vocational aspect in education must not be emphasized in a cultural university.

The junior college can help this supposedly terminal student to correct his bad habits of speech, gestures, and thinking, to make his body a fit instrument to house his soul, mind, and voice, and to make him able to communicate with others, but no junior college can maintain its prestige as an educational institution of high rank if it permits the students who take these terminal courses to pass on to the higher institutions and recommend them for upper-division work in speech.

THE PROFESSIONAL GROUP

To meet the needs of the third group of students, those going into some professional school, it has been argued that semiprofessional courses should be given in communities that feed such institutions or industries, for the same reason that the school offers training in commercial, engineering, and other vocational subjects. This phase of speech training, however, is very difficult to develop so that its aims conform to an ideal and not to an idea of a glorified Chautauqua. As one instructor says, "the only aim I am able to see is that of training in speech as an end, not a means, and that end seems to be to 'put on' spectacular shows, get into the movies, or ape a cheap stock company."

The difficulty in presenting these semiprofessional courses lies in the fact that cheap life-values are presented; the talented youngster has

the opportunity of flaunting his personality before too admiring audiences that give him a distorted idea of his own importance, making him dissatisfied to live a quiet useful life so that he later suffers from his exaggerated ego. It is rarely possible to instill in this student the ideal of trying to become an "artist who has a willingness for unselfish service, a genuine humility, the stamina to persevere in unremitting labor, the ability to develop the power of responsibility, initiative, teamwork, fair play, and good sportsmanship," which is part of the code of the Modesto Junior College Players.

I believe these semiprofessional speech courses should be offered in communities that demand them, if the right instructors can be found to present them. If the instructor does not have high personal ideals, if he is not an unassuming artist himself, he cannot be the main-spring for the ideal aims that such courses should have; and the courses not only do no good but are a decided menace to the impressionable young people who take them.

I have tried to enumerate the aims that meet the needs of the three distinct groups of junior college students: university preparatory, terminal, and semiprofessional. This variety of aims was the cause for holding two meetings of college instructors of speech in northern California last year. These meetings served as a clearing house for ideas and as a basis for the stabilizing of fundamental speech courses in junior colleges.

The report of the committee headed by Mrs. Marian Stebbins, of Mills College, was published in the *Quarterly Journal of Speech* in

April 1932. Professor Anthony Blanks, of the University of California, said of the meeting at which Mrs. Stebbins read the resolutions of her committee, "This is the most significant meeting on speech in the history of California." When one examines the report one must agree with him.

The committee recommended that no general basic speech course covering instruction in voice and speech, reading, public speaking, and debate, etc., should be given in college. The aim for the public-speaking course in the first semester should be to develop in the student "the ability to think and the possession of something to say," and, in the second semester, to give "extended practice in the various forms of address, formal and informal." The emphasis in the oral interpretation course should be "placed upon content." "Great world literature should be studied through and for oral interpretation." "A speech test should be given to all students entering college, on the same basis as the examination given in English composition, and those students failing to pass such test be required to work in a speech clinic without credit until the deficiency be removed," just as the student is required to take Subject A in English after he has failed in his entrance examination in English Composition. In view of the fact that the speech test for all students cannot at the present be made obligatory, a laboratory course in the "technique of voice production and speech" should be offered in connection with the public speaking and oral interpretation courses, and attendance be made compulsory until the student over-

comes his speech difficulty. This laboratory course should be held three or five hours per week carrying one unit of credit.

I have tried to mention the aims that meet the needs of the three groups that ask for speech training in a junior college. These aims are necessarily in the process of changing, because the junior college is still in the experimental stage. But there is no place in the junior college program where the aims are so important as in the department of speech, because this speech program has a direct relationship to social life under a free government and to the objectives now being stressed in these troubled times—family responsibility, civic responsibility, and education for the proper use of leisure time. No matter what our mistakes may be in our experimenting in speech in junior college, let not failure but low aim be our crime.

FUNCTION AND AIMS

The Duluth Junior College is a two-year college offering the first two years of college work. It places culture, democracy, and progress toward understanding the basic principles of a vocation, as important objectives to be sought. It is believed that in two years the student may make substantial progress toward attaining President Lowell's "main object," which he defines as follows: "The main object of a college education is to lay a broad foundation for thought in the whole of the student's later life—to stimulate a zeal for achievement that will confer greater intellectual and moral power."—From the catalogue of Duluth Junior College.

Nursing Courses in Junior Colleges

MILDRED E. NEWTON*

The first academic institution to incorporate a nursing school as an integral part of its system was the University of Minnesota, which took this step in 1910. This trend has so developed that in 1932 there were from forty-five to fifty university schools of nursing, some well established, others still in the experimental stage. Five of these are on exactly the same basis as other university schools; the Yale School of Nursing is probably the finest example of this type. Twelve junior colleges, largely in the West, reported that they had similar connections. These have developed where no university or college was accessible, and the nursing schools realized that these institutions could make a real contribution to nursing education. In 1929, 105 nursing schools had made some type of affiliation with the colleges and universities of the United States.¹

There has been a definite gain each year in the number and strength of these affiliations. The advantages of the contribution of the academic institutions, summa-

rized from Miss Carolyn E. Grey's report,² are as follows: (1) high-school graduation an entrance requirement; (2) content of curriculum strengthened; (3) better facilities and better teachers; (4) cultural advantages; (5) broadening of vision; (6) stimulation which the university gives the nursing school faculty; (7) opportunity to interpret nursing to allied groups. Two other advantages are that the program of education is better standardized and that a better class of students is attracted to the school. This last fact should have special emphasis, because admitting poor students to schools of nursing simply keeps out the finer, better qualified young women who would be interested in an institution with a higher educational standing.

DEFINITIONS

To clarify the meaning of the following discussion, the terms used in describing nursing courses should be defined. "Preliminary" or "preparatory" period indicates the first twelve to sixteen weeks of the student nurse's course, after she has entered the nursing school. "Pre-nursing course" means a semester or two of specified college work which some schools require before the beginning of the preliminary period. A "basic course" is the twenty-eight months' curriculum which is the minimum for graduation from any school in California. Many states will not recog-

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¹ Carolyn E. Grey, "Report of Committee for Study of Nursing Education in Colleges and Universities," *Annual Report of the National League of Nursing Education*, 1929, p. 53.

² Carolyn E. Grey, "Nursing Education in Colleges and Universities," *ibid.*, 1928, p. 260.

nize this short a course, and require three years, which are now universally recognized throughout the United States. One recent ruling of the California State Board of Health, under whose guidance the Bureau of Registration of Nurses operates, should be cited. In April 1932 the regulation was passed that if a student, with college entrance requirements fulfilled, took a definitely outlined year of study in a university, college, or junior college, eight months' credit would be granted such work on a three-year course. This will in all probability greatly increase the demand for pre-nursing courses in junior colleges.

JUNIOR COLLEGE AFFILIATIONS

In California there are thirty-five public junior colleges. In a thorough study made by Miss Lydia J. Ramstad in 1930, it was found that nursing affiliations had been made with six of these institutions.³ The first of these were the junior colleges at Pasadena and Riverside, which established nursing courses in 1924. The former affiliation was at first only the provision of the basic science courses, i.e., anatomy and physiology, bacteriology, and chemistry, for the students of the Pasadena Hospital School of Nursing. In 1930 this affiliation was changed so that the nursing school became a department of the junior college. The connection between the Riverside school and the Community Hospital has always been of the latter type. The one now established at San Bernardino with the

County Hospital is similar to Pasadena's present arrangement, and has been perfected since 1930. Other junior colleges where affiliations exist for certain courses are at Sacramento with the Mater Misericordia Hospital, at San Jose with its hospital, and at Los Angeles where students from the Good Samaritan, Methodist, and California hospitals are received.

One of the greatest difficulties which has had to be overcome in the establishment of these courses has been the idea that nursing was a convenient side track for social and intellectual misfits. The attitude that a nursing student should transfer to another course because "she is an A student, and it is a shame for her to waste her intelligence on nursing," has been prevalent.

The courses most commonly given to the nursing students are anatomy, physiology, bacteriology, chemistry, psychology, economics, and mental hygiene. Four nursing schools send their students to junior college only in the preliminary period, while three require one year's work or its equivalent. The majority of junior colleges demand that the students meet their regular entrance requirements. All five of the junior colleges consulted felt that the affiliation had been desirable from their standpoint, because it had helped the institution to fulfil its terminal function, had united theory with practice very effectively, and had reduced their unit cost because of the increased enrollment. They felt that the possibility of the nursing school coming still further under the jurisdiction of the junior college was desirable and practical, providing

³ Lydia J. Ramstad, "Junior College Affiliations," *The Pacific Coast Journal of Nursing* (February 1931), XXVII, 93.

the close co-operation of the hospitals was assured.

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COURSES WITHOUT AFFILIATION

In the nine institutions reporting pre-nursing courses, the work cannot be considered very satisfactory. The outlines of the curricula vary markedly, with serious omissions; six institutions gave no anatomy and physiology, probably the most basic subject of all, and five offered no bacteriology. None of these six courses would be accepted by the State Bureau of Registration of Nurses as a pre-nursing course, and a student who had taken them would have little or no advance standing. As many of the junior colleges are not prepared to give adequate biological science courses, the development of pre-nursing work in such schools would be barred.

The State Board ruling, previously cited, definitely outlines the subjects to be taken. They must carry full university credit and are:

English	6 units
Economics	6 units
Psychology	3 units
Chemistry	5 units
Anatomy	3 units
Physiology	5 units
Bacteriology	4 units

The psychology and economics are prerequisites to any postgraduate courses at the University of California. Junior colleges adopting such a pre-nursing course would be meeting a real need in nursing education.

AFFILIATIONS FOR CERTAIN COURSES

These affiliations between junior colleges and nursing schools are designed to provide for the nursing students, certain courses which can be better taught in the junior college. In such cases the nursing school, in its actual organization, has no connection with the junior college. The students attend the junior college at various times throughout their nursing course, the most common period being during their preliminary period.

The types of courses which can be offered under this arrangement fall into three groups; pre-nursing, allied courses, and the first two years of a five-year course. In order to secure students with greater maturity and better preparation, the one-year pre-nursing course is being strongly advocated in California and elsewhere. Dean Annie W. Goodrich, of the Yale School of Nursing, urges: "the provision of the required science courses through a normal school or college, with an agreement on the part of the small hospitals in the vicinity to make the completion of such courses a requirement for admission."⁴

The problems of transportation and tuition particularly affect the students who are already in the nursing school who are enrolling for the allied courses, as the others would meet these matters individually. If the hospital and junior colleges were located within a ten or fifteen-minute walking distance, the first would be of no importance. Otherwise transportation would have to be by bus or street car. In

⁴ Annie W. Goodrich, "The School of Nursing and the Future," *American Journal of Nursing* (June 1932), XXXII, 675.

this matter, and that of any tuition and laboratory or incidental fees, there would seem to be no reason why, if the hospital were giving the student an education worthy of the name, she should not pay her own expenses. Loan funds can be made available to students who have little or no resources.

The problem of hospital contact is particularly important for the pre-nursing and five-year students. Without an occasional visit to the hospital and chance to meet with the student nurse groups, interest and motivation are apt to be lost. The students must constantly realize the relation of their junior college work to nursing, if a proper foundation is to be laid for future courses and experience. This can be furthered by frequent conferences between the junior college and nursing instructors.

AFFILIATED NURSING DEPARTMENTS

In this case an arrangement has been made whereby the nursing school becomes an affiliated department of the junior college. The organization in the three schools where this situation exists is rather different. At Riverside the co-operative plan is used with alternating six-week periods at the hospital and junior college; at Pasadena the one-year pre-nursing course is given before any hospital work is begun, while at San Bernardino this is not required. At all schools part of the work is given on the college campus and part in the hospital classrooms. In some non-laboratory courses, it is found more convenient for the regular junior college instructor to go to the hospital classroom rather than to have the group of students make the trip to the junior college.

Whether the course is three years or twenty-eight months, the students must qualify for junior college and nursing school graduation. In the former case, six units each of English, social science, and natural science, and four of physical education, with the additional units in more science and nursing subjects to make a total of sixty-four, will meet the state requirement. It is necessary to have the nursing courses given at the hospital evaluated in units, and the student registers for these as for any other subject.

In two of the existing affiliations of this type, the director of the school of nursing and one instructor are employed by the school board, and are members of the junior college faculty; in the other the two instructors are so included. Of these faculty members, two have their Masters' degrees, one the Bachelor of Arts, and three do not hold degrees. Where the director of the nursing school is employed, the recommendation is that her academic qualifications entitle her to the same rank as the heads of other departments, that she be a graduate of an accredited nursing school, and that she have had from three to five years' experience in nursing education.⁵ Instructors should have a minimum of two years beyond high school, in addition to three years of nursing education, and special courses in subject-matter and in methods of teaching nursing. It would be highly

⁵ Committee for Study of Nursing Education in Colleges and Universities, "Tentative Standards for Schools of Nursing Seeking Connection with a College or University," *American Journal of Nursing* (July 1931), XXXI, 852.

desirable for all members of the nursing faculty to have the Master's degree, especially in view of the increasing number of five-year students and college graduates who are entering nursing.

It is important that a written agreement be drawn up between the school board and the board of directors of the hospital or nursing school, stating exactly what responsibilities each group is to accept and what requirements are to be met by each party. A satisfactory method of control of the affiliation lies in the appointment of a joint committee with members from both organizations.

The problems of transportation and tuition are the same as with the other type of affiliation. Then there may be some difficulty in the nursing students feeling that they are actually a part of the junior college student body. The one-year pre-nursing course will help establish firm junior college loyalties before the more confining hospital duties begin.

Another problem which may be difficult for the junior college to understand is that the classwork cannot be evenly distributed throughout the three years because of the basic character of some of the subjects. A student may enroll for fifteen units for the first two or three semesters, and possibly only seven for the remainder of the course, such a distribution meeting the student's needs better than a seemingly balanced program.

SUMMARY

The increased responsibilities being placed upon the nurse have created a necessity for a better preparation which academic insti-

tutions are in a position to provide. There has been a great development of affiliations with such institutions which the nursing schools feel are most advantageous. In California affiliations with six junior colleges have been established since 1924, and the recent ruling giving eight months' credit on a nursing curriculum for a year's pre-nursing course will probably increase the demand for these courses. Three types of situations exist: (1) pre-nursing courses offered by junior colleges with no nursing school connection; (2) the affiliation made by nursing schools with junior colleges to secure certain courses for their students; and (3) the inclusion of nursing schools as departments of the junior college. In the first case, the courses being offered, for the most part, are not satisfactory since they do not include required subjects. Both the second and third type may provide pre-nursing courses, certain allied subjects better taught by junior college instructors, and the first two years of the five-year university nursing curriculum. With the nursing school as an affiliated department, the junior college is enabled to develop a satisfactory terminal course in this field.

EXPANSION AT GLENDORA

Betty Trier Berry has been appointed president of the Girls' Collegiate School at Glendora, California. For the past four years Dr. Berry has been a member of the collegiate research staff at the University of Southern California. With her installation as president the school will add two years of junior college work, thereby becoming a residential junior college.

Voice Training in the Junior College

JOHN PARRISH*

The initial problems of the instructor in vocal music are much the same, whether he be an independent teacher, an instructor in a four-year college, or in the junior college. The distinguishing feature of the situation of the junior college voice instructor is that the period of instruction is limited to two years. It is therefore advisable that he formulate some definite objectives for voice instruction in the junior college.

GUIDING THE BEGINNER

One of the common problems which confront the voice instructor is the over-ambition of beginners. Often inexperienced students who should be concentrating on vocalization want to sing arias and songs appropriate only for artists. The student is not entirely to blame for this attitude. The student's former training, her parents, and the institution, each is partially responsible.

In the matter of former training, there are teachers who have allowed their students to mimic them and sing parrot-like the Italian, German, or French arias. The high-school student who has been permitted to use such material is usually ignorant of the meaning, context, and significance of what she is singing.

As to the parents, they expect the daughter, after a few months' study in college, to be able to sing rather difficult compositions. They are

pleased to hear her sing a complicated aria or song, even if the process is a laborious struggle which results in only a very inferior performance. If the student returns home singing only scales, the parents are disappointed and question immediately whether the daughter is receiving the training she should have, especially if the girl has had previous work of a more advanced character.

The part of the blame which can be laid upon the institution largely centers around the desire to present the student as a public performer. This is in response to the numerous requests made by various organizations for students to assist in entertainments and programs. There can be no question but that this type of experience is very valuable, especially to the more advanced students, but the practice has dangers to which the voice teacher, especially the instructor at the junior college level, should be alert. He should see to it that the student is trained in the fundamentals before she attempts the public presentation of difficult compositions. He must also safeguard the student against becoming so often involved in obligations for public appearance that it is necessary to leave routine projects unfinished in order to prepare work for public presentation.

PSYCHOLOGY AND PHYSIOLOGY OF VOICE

The second large problem of the voice instructor has to do with sing-

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ing itself and teaching students to sing. One of the first facts the voice student should be taught is that singing is the combination of a physical act and a mental process and that the success of the operation depends upon the co-ordination of mind and muscle. The instructor should strive to develop in the student the sense of automation in her singing. Since the human being is so constructed that the mind has power over the body, automation will be fairly well assured by practice if the student is directed to think in the right channels. Imagination is a vital factor in interpretation. Hearing is an important part of singing, and without the habit of attentive listening the singer cannot develop into a successful performer. The voice is something to listen to and not to look at. It is the duty of the voice instructor to inspire his students with singing and with the thought that they are interpreting moods through which they may paint mental pictures. One should seek to inspire young singers with this thought, rather than tie them up with technique. Technique, of course, is essential, but technique is a means and not an end and should be learned only to be forgotten.

Physiologically, the process of sound production may be divided into three distinct and comparably important parts. The first is the motor system, comprising the lungs, ribs, diaphragm, and all the breathing apparatus; second, the vibratory system centering at the larynx. It is important that students understand that the vocal cords of the larynx are to produce sound only as to pitch. The third part has to do with the resonance and amplifica-

tion of tone. Without the co-ordination and synchronization of all these factors no voice can be beautiful or satisfying.

As soon as the student has been taught the function of the bodily organs employed in the production of the singing voice, it is time to train the student in the intelligent and artistic interpretation of the text. The psychology appropriate to the study of voice is an important factor and one deserving considerable attention. During the past three years at Christian College a course entitled "Physiology and Psychology of Voice" has been conducted in connection with private voice instruction. The physical phases of singing, the importance of the mental attitude, and the co-ordination of mind and body in the singing act are stressed. This course has yielded good returns in vocal development.

SINGING LANGUAGE

The statement is frequently heard that English is not a singing language. The truth of this matter seems to be not that English is a poor and impossible language to sing, but that students are taught to sing poor and impossible English. With proper training in the production of the vowels and consonants, individually and in their relation to each other, a greater field of possibility is opened in the singing of all languages, and even English becomes not only possible but beautiful.

There is a definite need in our colleges for foreign-language training appropriate to the needs of voice students. Most of our college language courses are designed primarily to meet the needs of the

student who will read and translate the language. This is the type of training that is most practical for the large majority of students, but it is poorly adapted to the needs of the student who wishes to learn to sing in a foreign tongue. For students of singing we need to have in our institutions courses which stress training in the diction, pronunciation, and tone of the language.

OBJECTIVES OF VOICE INSTRUCTION

It is not expected that students will develop into artists during their two years of study in the junior college. There are certain legitimate aims, however, appropriate to voice instruction during the junior college period. The first may be summarized as teaching the fundamental principles of vocal production and laying a firm foundation for further study and development. The voice instructor must keep in mind that it is his duty to curb the over-ambitious student and confine her efforts to suitable material, restraining her from attempting too much until the proper technique has been built up. The second large aim is to inspire students with the true significance and emotional possibilities of vocal music, made possible only by the proper co-ordination of mind and body.

Universal education in schools or elsewhere to age twenty and an extensive program of adult education requiring co-operation of innumerable cultural agencies are as inevitable for this country as tomorrow's sunrise. — JESSE NEWLON, at the Minneapolis meeting of the Department of Superintendence of the National Education Association.

COMPLETE INTRAMURAL PROGRAM

To permit of a larger and more wholesome athletic program with limited personnel, intercollegiate athletics will be abandoned at the University of Tennessee Junior College beginning with the fall quarter of the school year 1933-34, but the place of competitive athletics will be fully occupied by the new program, according to recent announcement by the authorities of the college. It is accepted as an educational fact that young people going to school need exercise in reverse proportion to the amount of activity they have had previously. The physical development needed by the super-normal athlete is not comparable to that needed by the average individual. Sound educational practice must be built on student needs. Although intercollegiate athletics will be abandoned at the Tennessee Junior College, yet every student will participate in the highly diversified program of athletics offered. Instead of going off the athletic standard the Junior College proposes to put emphasis where emphasis belongs, that is, on athletics for the student's sake instead of athletics for the spectator's sake.

VALUE OF RATTLESNAKES

Rattlesnakes, at one dollar per foot, are putting Lewis Fisher through Los Angeles Junior College. Last summer he caught twenty-five rattlers, the longest six feet two inches, and the net catch represented a semester's expenses. He sells his catch to professional collectors. His hunting kit is a stick and a garbage can.

"Ancient History"

EARLY WORK AT GOSHEN

Some of the earliest public junior college work in the country was carried on in connection with the high school at Goshen, Indiana. Later, however, for local reasons, it was discontinued. Regarding the early need for it and the way this need was met, Superintendent V. W. B. Hedgepeth said in 1904:

The six years' work offered by the Goshen High School is the result of a real demand, rather than an experiment based on any academic discussion as to the advisability of such an extension.

During the past few years a considerable number of the students have returned, in the year following graduation, to do work in the undergraduate courses. These pupils felt the need of a more extended course in school, but many of them were unable to meet the expense necessary to a course in college. Also a number of parents kept their children at home the year following graduation because they thought them too young to be sent away from home. During the year out of school the boys usually found work whose immediate rewards in dollars and cents seemed greater than the remoter rewards of learning; and the girls developed other ambitions. The plan of extending the course was projected to satisfy the cravings of the first class of boys and girls, and to correct the mistaken tendencies of the second.

.... In selecting the instructors we apply directly to the colleges for the material required. This enables us to enroll a faculty of the best grade from the best schools. In Goshen, only in rare cases do we have two from the same college. This year in a faculty

of eleven we have represented nine colleges and universities.

.... The ways and means for meeting the extra expense incurred in the addition of two years' work to the curriculum, we obtain, partly, by charging an individual tuition fee of \$30. With us this is large enough to avoid extra taxes. In other communities, of course, the fee will be more or less. As long as the institution of these extra courses does not operate to raise the tax levy, the most indifferent citizen cannot object, even though the law does not provide for the charging of fees in the public free schools.¹

WORST FAULTS

According to the results of the questionnaire recently given to students of Duluth Junior College by the *Zenith City Collegian*, laziness, conceit, and dishonesty are the worst possible faults of a junior college student. Most men think that laziness is the main fault, sixty-two having designated that characteristic as worst. Thirteen women also rated laziness worst, but conceit received a high number of votes, with twenty women rating that quality as worst. Only ten men consider conceit as worst. Dishonesty, in the forms of cheating, lying, and plagiarism, received votes from thirty-nine men and eleven women. Indifference and snobbishness were also rated down by a number of students. Procrastination, bluffing, cutting, and inattention seemed to be the other principal faults.

¹ *School Review* (January 1905), XIII, 19-20.

The Junior College World

DEATH OF DR. SUZZALLO

In the sudden death of Dr. Henry Suzzallo, President of the Carnegie Foundation for the Advancement of Teaching, which occurred in Seattle, September 25, the junior colleges of the country lost a firm friend and wise counselor. Dr. Suzzallo had been a member of the National Advisory Board of the *Journal* since its beginning, and aided significantly in shaping its initial policies. His address before the meeting of the American Association of Junior Colleges in 1929 at Atlantic City was an outstanding feature which is remembered by all in attendance. In the recent Carnegie report on *Higher Education in California* he made important contributions to the philosophy, organization, and curriculum of the junior college. His advocacy of a curriculum for "social intelligence" has been particularly discussed and commended since its proposal in the report.

ELKHART JUNIOR COLLEGE

Dr. Paul Bender has been appointed director of the Elkhart Junior College, Indiana, which opened in September as the Elkhart branch of Goshen College. For the school year 1933-34 only freshman courses will be offered. Sophomore courses will be begun the following year.

AIR PILOT LICENSE

Unusual distinction has come to Dr. Richard G. Cox, president of Gulf Park College, Mississippi, and ex-president of the American Asso-

ciation of Junior Colleges, in being granted a standard air pilot's license by the Department of Commerce, in August. The prerequisite for the test is a minimum of 50 solo hours. Dr. Cox had 80 solo hours to his credit. So far as known Dr. Cox is the only college president in the country who holds a private pilot's license and flies his own plane.

GULF PARK OPENING

Gulf Park Junior College, Mississippi, opened in September with a larger enrollment than the previous year, with students representing thirty states and several foreign countries. A trained librarian has been added to the staff.

HONORS FROM ROUMANIA

The order of "Steaua Romaniei" in the rank of officer has been conferred by King Carol II of Roumania on Dr. Joseph S. Roucek, professor of social science in Centenary Junior College, Hackettstown, New Jersey, for the interest he is taking in Roumania and for the contribution he has made toward a better understanding of this kingdom by the publication of *Contemporary Roumania and Her Problems* and by his contributions on the problems of southeastern Europe in American and European periodicals.

WHITWORTH PRESENTS PAGEANT

In the Court of States of the Century of Progress Exposition at Chicago on September 23, Mississippi Day, Whitworth College of Brook-

haven, Mississippi, presented a very significant pageant, "A Century of Progress in the Higher Education of Women."

The pageant was in commemoration of the Diamond Jubilee of Whitworth and presented the story of three colleges which are peculiarly linked together in the higher education of women in the South.

Elizabeth Academy, founded at Old Washington in 1818, is reputed to be the first institution in the history of the world to confer a college degree (domina scientiarum) upon a woman.

Whitworth College, successor to Elizabeth Academy, as the property of the Mississippi Annual Conference of the Methodist Church, is celebrating the seventy-fifth year of its opening. It is now a member of the Millsaps System of Colleges.

Mississippi State College for Women will celebrate its golden anniversary in 1934. The organizing genius in founding this institution was Annie Coleman Peyton, an honor graduate of Whitworth College, who became a member of the faculties of both schools. It is said to be the first tax-supported woman's college.

The pageant was written by Mrs. Janie Drake Cooper, of Church Hill, Mississippi, and presented by Whitworth faculty and students upon invitation of the Century of Progress officials. A supply of magnolia and pine trees was taken from Mississippi to Chicago to give a true Southern setting.

GROWTH AT SANTA MONICA

With an enrollment of approximately one thousand students and thirteen new members of the faculty, Santa Monica (California) Junior College began its fifth year

in September. The growth from 150 students the first year has been rapid.

WILKESBARRE JUNIOR COLLEGE

Bucknell University has announced the organization of its new junior college at Wilkesbarre which opened in September with two administrative officers, a director and registrar, five resident professors, and nineteen commuting professors. Professor John H. Eisenhower, formerly director of the Bucknell summer session, is director of this new branch junior college in Pennsylvania.

GEOLOGICAL JOURNEYS

Geological Journeys in Southern California, by Alfred Livingston, Jr., and William C. Putnam, of the faculty of Los Angeles Junior College, is a new publication of over one hundred pages summarizing the more significant geological features of the southern part of the state in simplified form. It is designed as a handbook for students and others. Dean Snyder, of the College, says: "I believe it is the best thing we have done. It will open up the geology of southern California to our young people and also to the citizens of the city in a way it has never been opened up before."

JOLIET RADIO PROGRAM

The Joliet, Illinois, Township High School and Junior College is sponsoring four radio programs each week. On Wednesday from twelve until one o'clock the high-school orchestra broadcasts; on Thursday, the band; and on Friday, the vocal department. Each one of

these organizations has been furnished with the necessary broadcasting equipment for its practice room by the radio station. Every Thursday evening from seven to seven-thirty a program descriptive of classroom and similar activities is presented. These programs are presented at no cost to the school.

BETHEL COLLEGE CLOSES

Bethel College, Russellville, Kentucky, after heroic efforts to keep going, has finally closed and disposition is being made of the property.

"COLLEGE STUDENT TIDE SLACKS"

An article with the foregoing heading in the May issue of *School Life*, based upon incomplete reports received by the United States Office of Education for 1931-32, indicates that the percentage of increase over the previous year for all institutions reporting was 3.3 per cent. For 1928-30 it was 6.4 per cent; for 1926-28, 13.2 per cent. The most striking exception to the general trend was shown by the public junior colleges, with an increase in enrollment of 33 per cent. The private junior colleges showed an increase of 1 per cent, while the private degree-granting colleges had a loss of 2 per cent.

CHEVY CHASE EXPANSION

Plans for the academic year 1933-34 at Chevy Chase Junior College include development of a closer relation to George Washington University and expansion of the curricula by establishment of an entirely new curriculum in Business Orientation, as well as enlargement of the range of work in Home Economics.

As previously announced, the Dean of the Junior College at George Washington University, Henry Grattan Doyle, is also serving as Provost of the Chevy Chase Junior College. For the coming year, arrangements have been made whereby properly qualified students of Chevy Chase may enroll under approved conditions in George Washington University for certain technical courses. This will increase the opportunities of students at Chevy Chase for specialized work in a number of fields.

The new curriculum in Business Orientation has been established in response to a marked demand. Many students would like a course which would help them to adjust themselves to the changing world in which they live, to its economic, social, and political problems. With these needs in mind a survey course has been planned which will prepare students to meet these problems and to manage their own financial affairs. This course, rich in content with its offerings of history, sociology, economics, psychology, business law, and accounts, is in no sense intended as preparation for a vocation in the business world. The instructor in this course is Mrs. Mildred Graham Richards, A.B., University of Wichita, and formerly a graduate student at the University of California.

The Home Economics curriculum has been in existence at Chevy Chase for a number of years. Most young women who come to the school will eventually have homes of their own, the direction of which cannot be intelligently or economically performed without some firsthand acquaintance with the processes of home-making. The decora-

tion of the home, which is a satisfaction of the universal quest of beauty; the scientific selection and preparation of foods and clothing; and the analysis of family life with its social, economic, and psychological adjustments are studied because they make for comfort and ease, and understanding in a modern world of new relationships. This department endeavors to qualify students for directing home activities intelligently and economically, and to give a preliminary training to those who desire to become dietitians or institutional managers. The work in Home Economics is in charge of Miss Hazel Margaret Cornish, B.S., Simmons College.

EFFECT OF DEPRESSION

"It's an ill wind that blows nobody good!" So says a faithful old adage, and true. In bewailing the bad aspects of the last few years which we have called the depression, we have perhaps failed to evaluate those good effects resulting from these lean years. Some phases of our modern life have actually profited from the hard times, and one institution thus benefiting from current conditions is the junior college.

A recent article in the *New York Times* has this to say on the subject: "Boom times are certainly here for the junior college. Indeed, it begins to appear that the drop in the regular four-year college attendance this year, under stress of the financial crisis, may be counterbalanced by far larger proportionate gain in the two-year institution." And again, Dr. Walter Eells says: "Present economic conditions are accentuating the demand for

less expensive collegiate education in the home community, and should stimulate the formation of new junior colleges as well as increase the attendance in those now existing."

The depression has been a distinct advantage to the junior college. According to the last directory of the American Association of Junior Colleges, there are more than five hundred junior colleges in the United States today with approximately one hundred thousand students in them. Dr. John Lake has said: "Depressions are not bad. They are the places where good things grow. The best corn and cotton always grow in depressions. Depressions are not bad for us, if we just grow while we are there."—Miss ANNIE D. DENMARK, president Anderson College, in *Anderson (S.C.) Daily Mail*.

IDAHO EXPANSION

Following the example of the University of Idaho, the Southern Branch of the University, the junior college at Pocatello, this fall has introduced sixteen new courses not previously offered.

CHOOSING A CAREER

Junior college administrators or counselors who are interested in helping students to choose their careers more wisely, and who wish information to assist them in planning programs of vocational guidance, may get such information without charge from the National Occupational Conference, 522 Fifth Avenue, New York City.

OZARK WESLEYAN CLOSES

Ozark Wesleyan College, Carthage, Missouri, founded in 1872

and converted into a junior college in 1924, has been closed.

HONORARY DEGREE AWARDED

At the commencement exercises of Bates College last June the honorary degree of Doctor of Education was awarded to Herbert L. Sawyer, president of Colby Junior College, Maine.

LUTHERAN MERGER

Eureka - Lutheran College, Eureka, South Dakota, was merged with St. Paul-Luther College, St. Paul, Minnesota, in June 1933.

MISSOURI ACCREDITATION

S. Woodson Canada, registrar at the University of Missouri, has just announced that seventeen junior colleges in Missouri have been placed on the university's fully approved list for the ensuing year. Nine others have been given the certificate privilege.

Those on the fully accredited list of junior colleges are: Jefferson City, St. Joseph, Kansas City, Moberly, Trenton, Flat River, Southwest Baptist College at Bolivar, The Principia, Wentworth, Kemper, St. Theresa's in Kansas City, Cottey of Nevada, Hannibal-LaGrange, William Woods, Christian, Stephens, and the Progressive Series Teachers' College at St. Louis.

The certificate privilege is given schools doing satisfactory work in the courses approved by the university, but which fail to meet all requirements for a fully accredited junior college.

Schools in this class are: Intercounty Junior College at Cameron, Ozark Junior College at Carthage, Conception, Kidder, Monett, Iberia, Central Wesleyan at Warrenton,

Horner Institute of Kansas City, and Rockhurst College.

PARK REGION CLOSURES

Park Region Luther College, Fergus Falls, Minnesota, has been closed and the officials indicate that it will not be reopened.

OCCUPATIONAL INFORMATION

To act as a clearing house for occupational information and research, the Western Personnel Service has been established at Pasadena, California, by a group of sponsors representing many sections of the Pacific Coast and adjoining states. Miss Winifred M. Hausam, a pioneer in vocational guidance on the West Coast, is director. Assisting her as associate director is Miss Helen G. Fisk.

Western Personnel Service came into being in response to the need of Western educational institutions for sounder and more comprehensive knowledge on which to base vocational counseling and placement service than they themselves could supply. It offers current information on occupational changes, training opportunities, and placement outlets to the persons responsible for student guidance in schools, junior colleges, colleges, and universities.

Last year co-operation was established with colleges and universities throughout California. A three-fold service was offered. A news bulletin issued monthly, which might be described as a cross-section of the world at work, kept subscribers informed of the march of events in the field of vocations in relation to significant economic and social trends. A bibliography suggesting helpful reading material

was supplied quarterly. In addition special service on occupational problems was given as requested. This year the service will be made available to a wider area. Such a center serving the educational institutions of the Western states makes for efficiency and economy.

Anyone wishing information regarding membership may write to Miss Winifred M. Hausam, 30 North Raymond Avenue, Pasadena, California.

OKLAHOMA COMMITTEE

The present committee for junior college inspection in the state of Oklahoma is composed of Dr. Roy Gittinger, dean of Administration at the University of Oklahoma; Dr. Herbert Patterson, dean of Education at the Oklahoma Agricultural and Mechanical College; and Dr. N. Conger, director of teacher-training of the State Department of Education. This committee has as one objective this year the keeping of the per capita cost as low as possible by discouraging the offering of too many elective subjects.

NEW ENGLAND GROWTH

Under the caption "Junior Colleges Gain Sway in East," E. E. Cortright, president of the Junior College of Connecticut, had an article in the *New York Times* for May 7, from which the following extracts are taken:

Fifty institutions in the higher education field that have appeared in the Northeast of late point to a significant development. Few of them are more than five years old. Sixteen have appeared in the last two depression years. The parents of 5,000 young men

and women have chosen to use these institutions.

All of them have been christened junior colleges. They are serving for two years two promising groups of high-school graduates. One group expects to transfer into colleges and universities later; the other, equally promising, is taking a wide variety of curricula intended to produce intelligent and efficient future citizens.

These institutions have been slower to flower in the Northeast, with its traditional conservatism, than in the Central or Far West. The recent phenomenal development in their number and in the size and quality of their student body is, I believe, the outstanding fact in American education today.

In 1922 residents of Newark might have exclaimed, "Our Junior College is dead. Long live the Junior College!" They had witnessed the demise of the only complete public junior college ever organized in the Northeast. The findings of the coroner's inquest disclosed a complication of diseases—unwise and inadequate housing, difficulties in accrediting the work in colleges and universities, and additions to the taxpayer's burden. The death of this project, aged four years, bore no relation to the question of the usefulness of junior colleges in this area.

From the ashes of the pioneer there has sprung the brood of lusty institutions which, unlike their progenitor, are all private junior colleges, in harmony with the habits and the customs of the Northeast in the field of higher education.

Of the fifty institutions thirty are for girls only, thirteen are coeducational, and seven are for men only. The immediate future will probably see this balance changed.

CONDITIONS IN MISSISSIPPI

The following extracts are taken from a recent report of the Division

of Surveys and Field Studies of Peabody College on "Functions of State Institutions of Higher Learning in Mississippi." The chief responsibility for the report lay with Dr. Doak S. Campbell.

If a state accepts as its obligation the provision of educational opportunities, free and easily accessible to all, through the entire secondary or general phase of education, including semi-technical fields, then the support and administration of the junior college part of such a program should be upon the same general basis as that of the public elementary and high schools. Financial support should rest in part upon the locality which the junior college unit serves, and should be supplemented by such state funds as are necessary to make possible a quality of service that is creditable and uniform for the state as a whole. The number and location of junior college units under such a plan should be determined by such factors as school population, accessibility, elementary and high school facilities, taxable wealth, and manifest demand on the part of the public for education on this level.

The state of Mississippi is one of the few states that is attempting to maintain a state system of junior colleges. In addition to the freshman and sophomore work at each of the five state higher institutions, the state participates in the support of eleven public junior colleges. This support for 1930 and 1931 amounted to \$170,000 specifically for agricultural high-school junior colleges in addition to a considerable part of the appropriation of \$475,000 for agricultural high schools and junior colleges. Although the state is now spending on its junior colleges relatively large sums in comparison with what it is expending on all other higher institutions, most of its junior colleges are inadequately equipped and the work is consider-

ably below recognized standards. If the state is to continue its junior college program, which seems inevitable, every precaution should be taken to keep the number to a minimum, and to see to it that only those are operated which comply with approved standards.

BACONE COLLEGE

The following is taken from the annual report of the General Education Board for 1931-32:

Bacone College is a junior college for Indians, the only institution exclusively for Indians now offering instruction of college grade. There are many other schools for Indians, but these give major emphasis to industrial training. As a pioneer in giving liberal arts education to Indians, Bacone College has special significance. The college is located in the outskirts of Muskogee, Oklahoma, in the heart of a region occupied by five tribes of Indians—the Cherokee, Choctaw, Chickasaw, Creek, and Seminole. In addition to the courses in liberal arts, it will give teacher-training courses and special courses looking to rural life and home-making, Indian arts and crafts, and Indian lore. The Board has made substantial appropriations to Bacone College in the past for teachers' salaries, endowment, and permanent improvements. In 1884, Mr. Rockefeller gave money for the construction of a boys' dormitory, which has now served its day. Additional facilities and replacements are needed if the school is to fulfill its possibilities. Permanent improvements to cost \$130,000 have been projected, toward which the Board has pledged \$65,000.

STUDYING TRANSFERS

At the University of Pittsburgh, Mr. Viers Adams, assistant dean of Johnstown Junior College, is writing a Master's thesis on "A Study of Scholarship of Johnstown Junior

College Transfers to the University of Pittsburgh." Mr. Adams expects to complete his thesis during the present year.

CALIFORNIA DISTRICT COSTS

Data compiled by the California State Department of Education indicate the amount and percentage of receipts from different sources for the support of the seventeen district junior colleges in the state for 1931-32. A summary follows:

	Amount	Percentage
United States	\$ 325,946	6.5
State	725,254	14.4
County	772,583	15.3
District	3,218,415	63.8
Total	\$5,042,198	100.0

MENNONITE JUNIOR COLLEGES

A report prepared by Silas Hertzler and published in the October 1932 issue of the *Mennonite Quarterly Review* states that there were then four regularly organized Mennonite junior colleges in Kansas, South Dakota, and Virginia, and in addition that the Mennonite Collegiate Institute, at Gretna, Manitoba, was giving college freshman work in addition to the courses offered in the academy. The report states that Tabor College, Kansas, formerly a four-year institution, has "voluntarily reduced its offerings to that of the first two years of college."

TEXAS RECOMMENDATIONS

While the joint legislative committee on reorganization and efficiency was studying the state's system of higher education from an administrative and organization

viewpoint, the State Board of Education was searching out facts of curricular offerings, enrollment of classes, and costs per student in the various universities and colleges. Essentially the reports arrive at the same conclusion: the state is spending money on an inflated and duplicative system of colleges. Most of the present four - year colleges should be made junior colleges. These recommendations are made only after a careful study of the teaching costs and the number of students in the junior and senior levels of college work.

In a plan for a state program of higher education the Board makes specific recommendations: Sul Ross College, West Texas Teachers' College, East Texas Teachers' College at Commerce, and Texas College of Arts and Industries at Kingsville should, in final analysis, be made junior colleges. The Board questions advisability of continuing the Teachers' College at Nacogdoches as a four-year institution. It is recommended that the Teachers' College at Canyon be made a junior college and that Texas Tech absorb the upper level of its students. Assuming that the state can justify existence of two colleges within thirty-five miles of each other, the San Marcos school should be made a junior college. — University of Texas *Alcalde*.

ALUMNI JOURNAL

The first issue of the Los Angeles Junior College *Alumni Journal* has been received, a sixteen-page bulletin published by the Los Angeles Junior College Alumni Association, under the editorship of Allan L. Winchester.

Reports and Discussion

DEAN HANCOCK ON CRANE

Crane Junior College of Chicago, after twenty-two years of distinguished service to the city, has been abolished as an unnecessary luxury. It was giving an education to 3,500 young people. It had in recent years won the respect of neighboring universities and the loyal support of the leading citizens of Chicago by the ability of its faculty and the high quality of its students even in the midst of a continual fight for existence. How could so tragic a mistake be made? Here are the facts.

About May first, Mayor Kelly named five new members of the Chicago Board of Education, none of them known to civic groups or educational authorities, none of them hitherto even interested in education. Mayor Kelly himself had recently been selected, not elected, as Cermak's successor by Patrick Nash and the City Council. About July first two more unknowns appointed gave the Democratic machine ten of the eleven members of the Board. On July 12 the ten held a prolonged "committee" meeting behind closed doors, barring out even Mrs. Hefferan, the only experienced member left on the Board. Then they announced to a stupefied public—and to Superintendent Bogan—their new educational program: not an emergency economy measure, but a new policy designed to cut out wasteful "fads and frills" and give children once more something worth while! The high points in this program included the following reforms: Abolish all junior high schools, Crane Junior College, all manual training, home economics, and physical education in elementary schools, swimming pools, baths, and lunch rooms in all schools.

Remove half of the district superintendents and practically all supervisors of special subjects, and give every elementary principal two schools to handle. Add two classes a day to every high-school teacher's load, already the heaviest in any large city of the country. Cut in half the physical education staff, and do away with all deans of boys or girls and all vocational advisers.

The thing was so incredibly bad that every newspaper in the city except the *Tribune* attacked it, practically every civic-minded organization passed resolutions against it and organized to fight it under the leadership of the Parent Teachers Association, a mass meeting of 24,000 citizens proclaimed it an outrage, and 350,000 citizens within two weeks signed petitions demanding that the program be withdrawn. Yet so strongly entrenched were the politicians who engineered this school-wrecking that they did not even trouble to answer the public clamor or the clear-cut arguments of the best brains in the city. The schools opened in September in hopeless chaos for a year of frustration rather than education.

The fight is not over, however. The Save Our Schools Committee and the thousands who are working under their direction have given up trying to reason with entrenched politicians, and are now carrying the fight to the polls. With the only Democratic newspapers in the city fighting for them against the Democratic machine, they hope to sweep into the political rubbish heap every member of that machine. It means a bad year for education in Chicago but a great hope for the future.

Crane Junior College, then, is blotted out for a year, perhaps forever. But

its students played—are still playing—a magnificent part in the fight. Early in the school year they organized the Student Committee on Education which unified all of the high-school and college students of the city into a flexible army whose units have carried to all the citizens the facts of the educational crisis. The organization is along ward and precinct lines rather than by schools; and these young men and women are prepared to use every form of pressure short of violence to force the politicians to give youth a fair chance for education. Win or lose, Crane College is proud of its product.

J. LEONARD HANCOCK, *Dean*

MICHIGAN ASSOCIATION

The spring meeting of the Michigan Association of Junior Colleges was held at Muskegon, May 19 and 20, with representatives present from seven Michigan public junior colleges, and from twelve other Michigan institutions. An outline of the proceedings follows.

"Report of Kansas City Meeting of the American Association of Junior Colleges," by Arthur Andrews.—Mr. Andrews gave an interesting account of the national meeting and closed with a statement of the importance of the *Junior College Journal* to all interested in the junior college movement. He urged Michigan junior colleges to do all possible to increase the subscriptions to the *Journal*.

"Legislative Developments as Related to Schools," by C. Lloyd Goodrich, of the Michigan Department of Public Instruction.—Mr. Goodrich emphasized the fact that the educational committees of the Legislature are composed of men who are very sincere in their desire to promote legislation that will advance education in Michigan. One hundred bills relating to education have been introduced and four have passed. A few more may pass before

adjournment. Mr. Goodrich outlined the proposed legislation in detail.

"Junior College Prospects for Next Year," by F. J. Dove.—Professor Eells, in the *Journal of the National Education Association*, has dealt with the broader aspects of this problem. Six questions were answered by the administrators of the Michigan junior colleges as follows. (Selected answers follow in some cases.)

Have you secured any advance information on prospective enrollment for the coming year? What are the indications?

Bay City.—No. We expect a possible increase if fees are not changed—a possible loss if fees are raised very much. Indications are that fees may be raised about \$20 per year. However, the desire not to aggravate the high-school postgraduate situation is causing hesitation.

Muskegon.—No. Difficult to judge. If conditions get worse, enrollment will fall off. If not, will probably hold its own. Muskegon has 25 postgraduates this semester, paying a fee of \$5 per subject.

Are any curricular changes contemplated?

Bay City.—No.

Flint.—No. Unless there is some contraction. Possibly we will drop special courses in home economics.

Muskegon.—Yes. A general two-year course for those who desire two years of work only, but non-vocational. This course will stress the social sciences: economics, commercial law, sociology, history, money and banking, labor problems.

Port Huron.—Yes, tentatively. We are planning to retrench in our teacher-training department and to expand our offerings in business preparation. We shall probably discontinue courses in the fine arts, and perhaps in music.

Is any change in the size of faculty probable?

Flint.—Reduction. We are interested in the faculty-student ratio. We have held to a standard of 22 students per instructor in estimating personnel of staff.

Grand Rapids.—We expect to reduce the size of our faculty by at least four or five during the coming year.

What about salary prospects?

Bay City.—Will depend largely on available funds, on state tax for schools, and on apportionment of the 15-mill tax locally. Outlook considered better than a few weeks ago.

Flint.—Trying hard to hold our own, but the matter of amount of time for which we get pay is not determined. The policy of keeping the rate of pay where it is and giving extra time after funds are exhausted is being followed.

Grand Rapids.—Salary cuts of approximately 40 per cent have been established for the coming year.

Highland Park.—Reductions as high as 50 per cent are anticipated. Contracts are given with salaries not stated.

Jackson.—No contracts being given. Depend on amount of state aid. Major cuts, probably as high as 50 per cent unless there is state aid.

Muskegon.—Hard to say. Probably a cut, made worse by impending rise in prices. About 33 per cent over two years ago.

Port Huron.—Very uncertain. No contracts will be issued—at least not in the immediate future. A drastic cut in salary appears inevitable.

Has the local attitude toward the junior college changed recently in any way?

Bay City.—There seems to be a widespread demand that the college be continued and made available to as many as possible. Talk of discontinuing it as an economy measure has not had much effect.

Flint.—Not noticeable, but we are put before the public critically too frequently for our own comfort. I consider our strongest point the fact that our tuition income is quite near to our educational costs.

Grand Rapids.—No.

Highland Park.—We have had no agitation for discontinuing the junior college. The attitude of the public toward the junior college seems to be more favorable, especially since the community has been told that the college is more than half self-supporting.

Jackson.—No significant change observed. Believe attitude as favorable as ever.

Muskegon.—Little, if any.

Port Huron.—No. We believe that we have sufficient local support to insure our continuance. Such little antagonism as

has arisen has come from sources which carry no weight. Our Board of Education has assumed at all times that we shall continue.

"The Junior College Assembly," by A. G. Umbreit.—Mr. Umbreit discussed the purpose of the assembly, its program, its function, and the question of compulsory attendance.

The principal feature of the evening session was a discussion of "College Credit for Postgraduate High-School Work." As a result a special committee consisting of Mr. Shattuck and Mr. Dove was appointed to study the matter further.

It was voted to hold the fall meeting of the Association at Bay City Junior College.

GEORGE E. BUTTERFIELD
Secretary

CALIFORNIA CONFERENCE

The second annual Junior College Conference was held July 7-14, 1933, at the summer session of the University of California at Los Angeles. The "New Deal in Education," the curriculum for social intelligence and other phases of the report of the Carnegie Commission, retrenchment or economy, state-wide co-ordination, and other problems of similar import formed the core about which the discussions revolved. The program was prepared and directed by Dr. Merton Hill, Director of Admissions, University of California.

Addresses of welcome were given at the general session of Friday, July 7, by Dr. Gordon S. Watkins, dean of the Summer Session, and Dr. C. H. Robinson, Director of Admissions at the University of California at Los Angeles. Dr. Griffing's keynote address was followed by adjournment to the various section meetings.

Miss Grace Bird, dean of Bakersfield Junior College, enlarged upon the curriculum for social intelligence and set up objectives, or rather the core

course, for such a curriculum—faith in the goodness of mankind; emotional stability or maturity to view social events impersonally; an attitude of social responsibility; knowledge and appreciation of the scientific method and its application; an understanding of the origin, evolution, and functions of religion, moral code, and government; specific knowledge of the relation of the individual to the group and its institutions; skill and poise in social affairs; wide interest in things and ideals; and motivating or stabilizing ideals.

The programs of Tuesday were devoted largely to the problem of guidance, Miss Ida E. Hawes, of Pasadena Junior College, presenting the system as used in the four-year junior college of which she is dean of women. Miss Emma Kast, of Fullerton Junior College, and Mrs. Susan J. Mehl, dean of girls at Chaffey High School, spoke on high-school guidance programs as relating to and aiding junior college programs of guidance. Mrs. Robert Northcross, dean of women at Santa Ana Junior College, spoke in a most charming and witty manner on the duties, responsibilities, and opportunities of a dean of women. The greatest opportunity of the dean of women, in her judgment, is found in the intimate association with youth, the opportunity to help them select the things that are constant, and the chance to emphasize integrity, chastity, and kindliness.

The value of the conference was summarized by Mr. C. H. Tilden, of San Bernardino Junior College, as being a strict adherence to ideals and a devotion to scientific truth. He would invent a term changing teacher to director, and the director would become a person directing the environment for the individual. Guidance is not alone the function of the counselor, but also of the teachers, directing students into environments where truth can be discovered.

In the program for social intelligence, health education has a most important place, and Mrs. Harriet Fleming, of Chaffey Junior College, who has been pioneering in this field for many years, presented the program, carefully articulated with the units below worked out for women at Chaffey.

The challenge of the report of Dr. Frank Hart to the Secondary Principals' Association was met by Mr. W. E. Mather, of Chaffey Junior College, who summarized the objectives in social science teaching. If the social science program were vitalized as Dr. Hart suggests, we would need insight into political life, would need to gain an appreciation of human conflicts. We must teach a respect for facts, even unwholesome facts, and a tolerance for informed opinion. Above all, we must remember our junior college students are citizens now, not in the future.

Dr. Nicholas Ricciardi, Chief of the State Division of Secondary Education, analyzed the offerings in California junior colleges of the district type. He found 204 offerings in nine fields of study: social studies, English, science, health and physical education, fine arts, foreign languages, practical arts, mathematics, vocational arts. He reported a movement in the nature of an experimental study, financed by the Carnegie Commission, to build a curriculum in logical sequence of experiments, which means the abandonment of curricula in terms of course and unit requirements. The objectives of such experiences are to acquire the ability to deal effectively with social, economic, and political problems; to be responsive to changing needs; the ability to regard education as an enduring quest for meanings; the ability to explore new fields of thought; the ability to achieve in one field; and the ability to use sources of knowledge in ways that will give genuine satisfaction to the individual and will benefit society.

While the attendance was somewhat smaller than that of the first conference, this was probably due to the pressure of economic conditions. The problems and present acute situation faced by the junior colleges require just such meetings for their mutual consideration and assistance for solution. It is hoped that arrangements will be made for a third conference for the summer of 1934, perhaps to be held in the San Francisco Bay region, available then to more of the northern California junior colleges.

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STUDENT PERSONNEL PROBLEMS

The California Educational Research Association (Northern Section) has appointed a committee on Student Personnel Problems, with Dr. C. Gilbert Wrenn of Stanford University as chairman, and with representatives from universities, junior colleges, and high schools. The committee has issued the following statement of plans:

This Committee is concerned with the problems of articulation on the college level, not from the admissions or curriculum standpoint, but from the standpoint of the adjustments of a scholastic, social, or personal nature that must be made by the college freshman or transfer student.

Since these adjustments, and the consequent success or failure of the student, affect the high school, junior college, or college from which the student comes as well as the college or university to which he goes, the Committee is composed of representatives of all these institutions. As a result of deliberations extending over a year, the following specific projects have been formulated:

1. A study of the adjustment problems of college freshmen. This involves an analysis of the adjustments encountered by freshmen together with the implications these problems have for both the high-school guidance program (especially the senior year) and the college student personnel program. There should be determined in particular the more personal

information regarding the student that is needed by the college adjustments official.

2. A study of the adjustment problems of the college transfer (particularly the junior college transfer). This includes a study of the responsibility and program of the junior college, as well as of the senior college and university, in effecting adequate articulation. What information regarding the individual transfer is needed to effect adjustment?

3. A survey of research studies in California colleges, completed and in progress, on student personnel problems. There is needed a clearing house of such studies in order that overlapping and duplication can be avoided and that each institution may profit from a knowledge of the studies effected by others.

Each of these studies demands a program extending over several years. The ultimate objectives are improved articulation functions and adjustment programs but these must be preceded by careful research and will require the co-operation of high-school principals and college personnel and research officers. The Committee is composed of men who are very conscious of administrative demands so that the co-operation requested of any high-school or college official will be reasonable in amount. Rightly or wrongly, the Committee assumes that the personal adjustment of the college freshman or transfer is the mutual concern of the institutions from which he comes and to which he goes.

JUNIOR COLLEGE LIBRARY¹

The first project undertaken by the Junior College Committee this year was to determine so far as possible the exact status of the junior college librarian in the state of California today. Questionnaires were sent to the thirty-three junior colleges of the state. Returns were received from twenty-seven.

The librarian was rated as a teacher in 21 colleges. The salary was the

¹ Condensed from report of Miss Hollis V. Knopf, Marin Junior College, chairman of Junior College Committee of California School Library Association (Northern Section), May 1933.

same as that of a teacher in 22. In 12 cases the librarian has the entire summer vacation, in five they are doing compulsory summer work, in nine voluntary summer work. The hours of duty vary from 35 to 48 per week with an average of 40. The Bachelor's degree is held by 18, the Master's by four, and only three have no degree.

The second project was a survey of instruction on the use of the library given in our junior colleges. We find our students entering junior college with varying degrees of knowledge of how to use libraries and resources, and of course we are all faced with the problem of orienting them to their respective libraries and seeing that they have adequate knowledge (if possible) of the technique of using them. Recognizing, then, the need for some sort of instruction, however that need may vary in our different college libraries, we have endeavored to get at some definite information concerning the instruction now given, the lack of knowledge of library technique on the part of the student, and suggestions from various librarians, in the hope of arriving at a few definite conclusions and helpful suggestions. Findings may be summarized as follows:

I. Instruction on the use of the library in junior colleges

Junior colleges giving instruction	17
Junior colleges giving no formal instruction	10

II. Amount of instruction given

One lecture	2
Two lectures or equivalent....	6
Three lectures or equivalent...	4
One week of lectures.....	1
One-year course	2
Personal instruction (with definite objectives)	2

III. Method of instruction

Orientation class	12
English class	3
Psychology class	1

In every instance but three the instruction was given by the librarian.

IV. Points in which entering students are deficient in their knowledge of library technique

Ability to use card catalog.....	18
Ability to use Readers' Guide..	13
Ability to use reference books..	9
Ability to use cross references..	1
Knowledge of general library organization	2
Knowledge of the parts of a book	3
Lack of resourcefulness and independence	7
Lack of honesty	1

The junior college librarians were almost unanimous in the opinion that there is a decided need for instruction in the junior colleges, and that at the present time far from sufficient time is provided for adequate instruction. Time deemed necessary for giving adequate instruction varied from courses of one week to one year's duration.

We hope this matter of library instruction may be taken up in more detail in the coming year, and more constructive plans, suggestions, and even courses formulated.

The junior college seems to be, in part at least, an American device for bridging the gap which comes at an unfortunate place in our general scheme of education. The trouble is that the junior college threatens the integrity of the four-year liberal arts college, and the four-year liberal arts college is a distinctively American institution which we have all learned to love and whose special values most of us are anxious to retain.—HENRY W. HOLMES, dean, Harvard Graduate School of Education.

Judging the New Books

WILLIAM EVERETT ROSENSTENGEL.
*Criteria for Selecting Curricula
for Public Junior Colleges.* Uni-
versity of Missouri, Columbia,
Missouri. 1931. 89 pages.

Inasmuch as the curriculum of the junior college is in a more or less chaotic state at present, standards for the selection of curricula are likewise in a formative stage. School administrators have conformed oftentimes to the demand for two years of advanced work by instituting curricula patterned either after those in the lower division of the state universities, or those of older and better established junior colleges. Any study wherein criteria for selecting junior college curricula are considered is valuable at this time, provided the data are valid and the educational philosophy is sound. Dr. Rosenstengel's investigation is significant, therefore, in that he has not dealt with the functions of the junior college from the academic standpoint alone, but has actually derived from some of these functions criteria to be applied in building a junior college curriculum.

Dr. Rosenstengel carried out his investigation of criteria for selecting curricula for public junior colleges during the year 1930-31 at the University of Missouri. He found that the prevailing practices in selecting curricula for the public junior colleges of Missouri did not conform with what he considered the functions of the junior college. The three functions used by Rosenstengel were, briefly, (1) college

preparatory; (2) terminal, that is, courses having to do with training for vocations and semiprofessions; and (3) adult education. Pettis County, Missouri, was selected as the junior college area for the study, and a theoretical junior college was located at Sedalia, the county seat. Dr. Rosenstengel made a careful survey of Pettis County, applying criteria based upon the three major functions, with a view to constructing curricula in his imaginary junior college at Sedalia.

Dr. Rosenstengel first applied criteria for selecting preparatory curricula for a public junior college. A public junior college could, he concluded, offer a curriculum to meet the needs of those students who expect to pursue the arts and science or the pre-professional curricula in a higher institution. Four preparatory curricula, namely: arts and science and the pre-professions, education, engineering, and fine arts (music), could serve the juniors and seniors of Pettis County desiring training for the college of arts and science or the pre-professions. An interesting fact disclosed by the investigation was that only 37 per cent of the total number of high-school juniors and seniors of Pettis County evinced a desire to pursue a preparatory curriculum.

The author decided that there was a justifiable demand for terminal curricula to be given in a public junior college located at Sedalia, Missouri. Based upon the expressed desires of students, he came to the conclusion that there should be five

terminal curricula offered, namely: accounting, stenographic secretarial work, nursing, general agriculture, and home-making. His conclusions were based directly upon the findings in Pettis County.

The short courses for adults which Dr. Rosenstengel recommends are: accountancy, commerce (general), drafting, homemaking, nursing (home), and salesmanship. These recommendations were based upon results derived from an inquiry blank sent to one thousand adults in the community. The data are more or less inconclusive in that only about 12 per cent of the total number queried indicated that they were interested in junior college courses.

The study has been carefully made and is, so far as it goes, meritorious. The shortcomings of the investigation are evident since it was confined to a definite area and many of the data are not pertinent to the problem of the junior college curriculum in some other locality in the United States. Apparently Dr. Rosenstengel has not stated all of the major functions of the junior college. He does not seem to recognize clearly the responsibility of the junior college for a general educational program destined to render the student more efficient socially.

The study is valuable inasmuch as the analyses are clear-cut and go to the heart of the problem as Dr. Rosenstengel sees it. The junior college administrator will find in this study many suggestions that will aid him in formulating new curricula or reconstructing old ones.

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NATIONAL SURVEY

The recent volume of the National Survey of Secondary Education entitled "The Reorganization of Secondary Education" contains a section on "Recent Growth and Present Status of the Public Junior College," by O. I. Frederick. The concluding paragraph reads:

Four points stand out prominently. First, junior colleges operating under public auspices are commonly integrated in one or more ways with high schools or high-school departments. Second, private junior colleges are more numerous than public and state junior colleges combined, but typically have much smaller enrollments in the freshman and sophomore college grades. Third, in all three types of junior colleges the enrollment has grown more rapidly in recent years than has the number of institutions. The result has been larger units. Fourth, the phenomenal growth of the junior college movement is evidence of a vitality which merits for the movement the serious consideration of those interested in education.

STABILIZATION ESSENTIAL

Stabilization of the state junior college fund and the maintenance of present nonresident tuition provisions in the law are essential for the functioning of this integral and necessary unit in our secondary school system. We, therefore, urge that such bills be passed as will guarantee the amounts now specified in law to be apportioned to junior colleges, and that no changes in existing tuition laws be made. Over half of all students in the public and private colleges and universities of California are now in public junior colleges.—Resolution adopted by the Association of California Secondary School Principals.

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Presents evidence of the success of the plan at Pasadena, Ventura, and Compton, California.
2472. PROCTOR, WILLIAM MARTIN, *The Six-Four-Four Plan of School Organization in Pasadena, California*, Pasadena, California (1933), 201 pages.
The author was Director of Research Studies for the Pasadena Public School System for 1931-32. This volume is a summary of the various studies made. Includes section (pp. 93-167) on the "Four-Year Junior Colleges."
2473. PROSSER, MARY ROSE, "Honors and Honor Societies at Cottey College," *P.E.O. Record* (April 1933), XLV, 10.
Characterizations of Delta Mu Tau, Phi Theta Kappa, and other honor organizations.
2474. PROSSER, MARY ROSE, "Four Years of Progress," *P.E.O. Record* (July 1933), XLV, 15-17.
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2476. ROBERTS, ALEXANDER C., "Analysis and Comments on the Carnegie Foundation Report," *Department of Education Bulletin*, State of California (November 15, 1932), XXII.
Includes discussion of the junior college aspects of the report.
2477. ROSENSTENGEL, WILLIAM EVERETT, *Criteria for Selecting Curricula for the Public Junior Colleges*, Columbia, Missouri (1931).
Published form of the author's Ph.D. dissertation at the University of Missouri. See No. 1995. For review see *Junior College Journal* (November 1933), IV, 105.
2478. SCHOOL AND SOCIETY, "University Junior College at the University of Southern California," *School and Society* (May 6, 1933), XXXVII, 576-77.
Announcement of new organization for autumn of 1933.
2479. SCHOOL AND SOCIETY, "Chevy Chase Junior College," *School and Society* (June 3, 1933), XXXVII, 704.
Announcement of broadening of courses and affiliation with George Washington University for 1933-34.
2480. SCHOOL REVIEW, "Toward a New College," *School Review* (March 1933), XLI, 169-70.
Plans of University of Chicago for including upper two high-school years with the "College." Comments on progress of the six-four plan throughout the country.
2481. SCHOOL REVIEW, "The Issue of Tuition," *School Review* (May 1933), XLI, 321-27.
Includes discussion of desirability of tuition charges in junior colleges.
2482. SCHOOL REVIEW, "The Cubberley Commemoration," *School Review* (June 1933), XLI, 411-15.
Includes a quotation from Dr. Cubberley on the significance of the junior college movement in the United States.
2483. SHLAUDEMANN, KARL WHITMAN, "A Study of Some Relationships Between the Interests and Abilities of Junior College Students," Los Angeles, California (1932), 41 pages.
Unpublished Master's thesis at the University of Southern California.

* This is a continuation of *Bibliography on Junior Colleges*, by Walter C. Eells (United States Office of Education Bulletin [1930], No. 2), which contained the first 1,600 titles of this numbered sequence. Assistance is requested from authors of publications which should be included.

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2484. SHOCKLEY, F. W., "Success of University of Pittsburgh Branch Junior College Students after Transfer," *Journal of Engineering Education* (February 1933), XXIII, 438-41.

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2485. SMITH, EZRA E. (chairman), "Resolutions Adopted by Association of California Public School Superintendents," *Department of Education Bulletin, State of California* (November 15, 1932), XXII.

Unfavorable to the plan of financing junior college education recommended by the Carnegie Foundation Commission.

2486. SPAHR, ROBERT HOOVER, "Technical Institute Education in a Co-ordinated System of Engineering Education," *Journal of Engineering Education* (February 1933), XXIII, 442-57.

"There are indications that junior college programs will become more diversified to meet better the local requirements as time advances. . . . The junior colleges in certain geographic areas may be expected to develop the technical institute or semi-professional courses to a very much larger degree than they have to the present."

2487. STOCKARD, VIRGINIA A. C., "Cottey College Alumnae," *P.E.O. Record* (July 1933), XLV, 13-14.

Summary of contributions and careers of many graduates of the college.

2488. SUZZALLO, HENRY, ET AL., *Twenty-Seventh Annual Report of the President and of the Treasurer of the Carnegie Foundation for the Advancement of Teaching*, New York (1932), 174 pages.

Includes discussion of proposals concerning fees in junior colleges (pp. 30-

31), junior college in California (pp. 60-65), and junior college in Saskatchewan (pp. 82-87).

2489. SWAIN, ROBERT ECKLES, *Annual Report of the President of Stanford University*, Stanford University Bulletin, Fifth Series, No. 142 (December 1932).

"There was an increase in the number of students entering from junior colleges, the total from that source being 227, the largest number ever received in any one year." Supplementary reports contain much information on records of junior college transfers in the University.

2490. TAYLOR, ARTHUR S., "The Aims of Courses in Education in American Junior Colleges," *Oregon Education Journal* (March 1933), VII, 5, 18-19.

Based upon a questionnaire investigation in 30 public and 27 private junior colleges. "Since the tendency in American education is to require a longer period of teaching apprenticeship than that given by most junior colleges, the work along this line in institutions of this character seems destined to curtailment or radical change. Apparently, junior college instructors of education have a tendency to stress objectives that are comparatively immediate."

2491. TOUTON, FRANK C., "Education in 1940," *Education* (March 1933), LIII, 428-35.

"By 1940 the junior colleges . . . will have reached an enrollment of 125,000 and will demand a type of teacher as well prepared in academic subject-matter as is required for lower-division instructors in the college and university. There is certain in 1940 to be a demand for teachers who have professional training for teaching and at least two years of graduate study."

2492. TREVORROW, ROBERT, "After High School—Junior College," *Cosmopolitan* (August 1933).

General summary of the functions of the junior college and its relationship to other institutions of higher learning.

2493. VANDE BOGART, G. H., "Public Relations of the Junior College," *Bulletin of the Department of Secondary School Principals* (March 1933), XLV, 165-75.

Discusses the materials of public relations, the media of public relations, organization, possibilities of public relations, and related factors.